DOCUMENT RESUME

ED 449 809 IR 057 979

AUTHOR	Frank, Heidi, Comp.; Nicholson, Shawn, Comp.; Dickson, Laura, Comp.; Miller, Terri Tickle, Comp.
TITLE	The Interview Process. SPEC Kit 260.
INSTITUTION	Association of Research Libraries, Washington, DC. Office of Leadership and Management Services.
ISSN	ISSN-0160-3582
PUB DATE	2000-09-00
NOTE	94p.; SPEC Flyer not included. Published six times per year.
AVAILABLE FROM	ARL Publications Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531 ($30 ARL members; $40 nonmembers; plus $6 each shipping and handling). Tel: 301-362-8196; Fax: 301-206-9789; e-mail: pubs@arl.org; Web site: http://www.arl.org/pubscat/index.html.
PUB TYPE	Collected Works - Serials (022) -- Reports - Research (143) -- Tests/Questionnaires (160)
JOURNAL CIT	SPEC Kit; n260 Sep 2000
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Libraries; *Employment Interviews; Higher Education; *Librarians; *Personnel Selection; Questionnaires; *Research Libraries
IDENTIFIERS	Association of Research Libraries

ABSTRACT

This SPEC (Systems and Procedures Exchange Center) Kit reports results of a survey of ARL (Association of Research Libraries) that examined the nature and structure of the interview process at large research and academic libraries in the United States and Canada. By determining the nature and structure of the interview, it is hoped that candidates will have a guide from which to draw in their preparation for an interview. Libraries will benefit from better-prepared candidates and from exposure to procedures and practices of other institutions. A copy of the questionnaire with tabulated results is presented. The following representative documents from participating libraries are included: (1) interview schedules form the University of Alabama, Brown University (Rhode Island), Colorado State University; (2) interview policies and procedures from the University of Delaware, McMaster University (Canada), and the University of New Mexico; (3) interview questions from the University of Houston, Indiana University, and Massachusetts Institute of Technology; (4) collateral information supplied to candidates from the University of California-Irvine, North Carolina State University, and Rutgers University (New Jersey); (6) announcement of candidate presentations from the University of Colorado, University of North Carolina, and Pennsylvania State University; and (6) forms to evaluate or rank candidates from the University of Colorado, University of Iowa, University of Michigan, and Michigan State University. (Contains 15 references.) (MES)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 449 809

SPEC Kit 260

The Interview Process

September 2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C.A. Mandel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

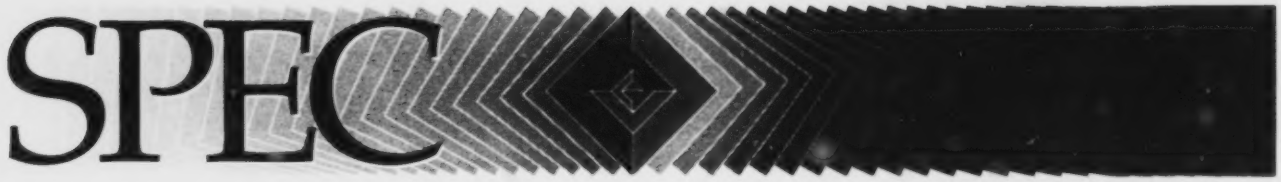
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

IR057979

Association of Research Libraries

Office of Leadership and Management Services



The Interview Process

A SPEC Kit compiled by

Heidi Frank
Electronic Resources Cataloging Librarian

Shawn Nicholson
State Documents and Social Sciences Librarian

Laura Dickson
U.S. Government Documents Librarian

Terri Tickle Miller
Slavic, East European, and Central Asian Bibliographer

Michigan State University Libraries

September 2000

Series Editor: Lee Anne George
Production Coordinator: Peter Budka

SPEC Kits are published by the

Association of Research Libraries
Office of Leadership and Management Services
21 Dupont Circle, NW, Suite 800
Washington, D.C. 20036-1118
(202) 296-2296 Fax (202) 872-0884
<http://www.arl.org/olms/infosvcs.html>
<pubs@arl.org>

ISSN 0160 3582

Copyright © 2000
The papers in this compilation are copyrighted by the Association of Research Libraries. ARL grants blanket permission to reproduce and distribute copies of these works for nonprofit, educational, or library purposes, provided that copies are distributed at or below cost, and that ARL, the source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provisions of the U.S. Copyright Act.

The paper used in this publication meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

SPEC

Supporting Effective Library Management for Over Twenty Years

Committed to assisting research and academic libraries in the continuous improvement of management systems, OLMS has worked since 1970 to gather and disseminate the best practices for library needs. As part of its committment, OLMS maintains an active publications program best known for its SPEC Kits. Through the OLMS Collaborative Research/Writing Program, librarians work with ARL staff to design SPEC surveys and write publications. Originally established as an information source for ARL member libraries, the SPEC series has grown to serve the needs of the library community worldwide.

What Are SPEC Kits?

Published six times per year, SPEC Kits contain the most valuable, up-to-date information on the latest issues of concern to libraries and librarians today. They are the result of a systematic survey of ARL member libraries on a particular topic related to current practice in the field. Each SPEC Kit contains an executive summary of the survey results (previously printed as the SPEC Flyer); survey questions with tallies and selected comments; the best representative documents from survey participants, such as policies, procedures, handbooks, guidelines, websites, records, brochures, and statements; and a selected reading list—both in print and online sources—containing the most current literature available on the topic for further study.

Subscribe to SPEC

Subscribers tell us that the information contained in SPEC Kits is valuable to a variety of users, both inside and outside the library. SPEC purchasers use the documentation found in SPEC Kits as a point of departure for research and problem solving because they lend immediate authority to proposals and set standards for designing programs or writing procedure statements. SPEC Kits also function as an important reference tool for library administrators, staff, students, and professionals in allied disciplines who may not have access to this kind of information.

SPEC Kits can be ordered directly from the ARL Publications Distribution Center. To order, call (301) 362-8196, fax (301) 206-9789, email <pubs@arl.org>, or go to <http://www.arl.org/pubscat/index.html>.

Information on SPEC and other OLMS products and services can be found on the ARL website at <http://www.arl.org/olms/infosvcs.html>. The website for SPEC is <http://www.arl.org/spec/index.html>. The executive summary or flyer for each kit after December 1993 can be accessed free of charge at the SPEC website.

SPEC Kit 260

The Interview Process
September 2000

Survey

EXECUTIVE SUMMARY 7
SURVEY RESULTS 11
RESPONDING INSTITUTIONS 22

Representative Documents

INTERVIEW SCHEDULES

University of Alabama
Candidate for Public and Outreach Services Coordinator Schedule 26

Brown University
Interview Schedule for Curator, East Asian Collection 28
Guidelines and Procedures for the Screening and Appointment of Academic Librarians ... 29

Colorado State University
Interview Schedule for Reference Librarian–Agricultural/Biological Sciences Specialist ... 30

INTERVIEW POLICIES AND PROCEDURES

University of Delaware
Recruitment Materials for Professional Search Committees 32

McMaster University
Librarian Appointment Policy 52

University of New Mexico
Draft Faculty Hiring Handbook – 04/1999 54

INTERVIEW QUESTIONS

University of Houston
Interview Questions: Director of Library Services for Distance Education 62

Indiana University
Interview Questions: A List of Tested Questions 68

Massachusetts Institute of Technology
Interview Questions for the Candidates for the Position of: Instruction Coordinator and Economics Subject Specialist, Dewey Library 71

Collateral Information Supplied to Candidates
University of California–Irvine
UCI Libraries Organizational Chart 74
UCI Libraries Reimbursement Guidelines for Candidates for Librarian Positions 75
North Carolina State University
List of Items in Candidate Information Packet 76
Rutgers University
Information for Candidates Interviewed 77

Announcement of Candidate Presentations
University of Colorado
Interviews for Head of Copy Cataloging/Outsourcing and Cataloger, Monographs in University Libraries Newsletter 80
University of North Carolina
Letter of Invitation to Interviews for the Latin American and Iberian Bibliographer 81
Pennsylvania State University
Sample Announcement (to All Faculty and Staff) of Presentation 82

Forms to Evaluate or Rank Candidates
University of Colorado
Map Librarian Search Evaluation Sheet 84
University of Iowa
Individual Applicant Review: Instructional Technologist (TWIST) 85
University of Michigan
Selection Criteria for . . . Engineering Librarian 87
Michigan State University
Interview Evaluation for Africana Bibliographer, Librarian II or III 89

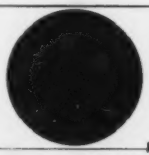
Selected Resources

Books and Journal Articles 93

SPEC

SURVEY

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

SPEC Kit 260
The Interview Process

Executive Summary

Introduction

Interviewing job candidates in a large research or academic library can be difficult for all parties concerned, as well as time consuming. For the librarian who has never experienced the process, the time and preparation involved can be quite overwhelming. Often candidates are completely unprepared for the rigors of the process. For libraries, the interviewing of candidates for a position takes a substantial amount of time and personnel resources. It is important to find ways to interview candidates in an efficient manner in order to reduce the burden on increasingly limited library resources.

The purpose of this survey was to ascertain the nature and structure of the interview process at large research and academic libraries in the United States and Canada, so that, in part, candidates will have a guide to help them prepare for such an interview. From the survey results, candidates will know what types of materials could be requested of them, what are the interview expectations, and how much time the process could take. Libraries, in turn, will benefit by seeing candidates who are better prepared for the process. Additionally, libraries will gain insight into the best practices at peer institutions.

Of the 121 ARL member institutions surveyed, 67 responded, for a response rate of 55%. All institutions except one indicated that they had interviewed at least one candidate for a professional position since January 1999. The respondents' answers provide a clear picture of the basic structure and nature of the interview process for the academic librarian.

Positions Available

Of the positions posted, 41% were entry-level positions, and 34% were mid-level positions, both supervisory and nonsupervisory. Not surprisingly, entry-level positions averaged the highest number of applicants with just over 20 applicants per position. This was closely followed by mid-level, nonsupervisory positions, which averaged 19.2 applicants per position. The range of 10–50 applicants for any level of position was lower than expected. Respondents commented that the applicant pool is largely dependent on the type of position. The more specialized the position, the smaller the applicant pool. In most cases, libraries select 3–4 applicants for the final interview process.

Screening Process

When screening candidates, the curriculum vitae/résumé, cover letter, and names of references are requested by almost all of the responding institutions. Relatively few institutions request letters of reference or an application form. School transcripts are requested by only six institutions. Equal Employment Opportunity (EEO) data is often requested, but rarely seen by the library considering the candidate.

Of the materials requested, 94% of the responding institutions consider the vitae/résumé very important. The cover letter is considered somewhat less important, but 58% of the respondents consider it just as important as the vitae. One respondent commented that a cover letter showing good writing skills and enthusiasm

for the position could increase the candidate's prospects.

Letters of reference are very important to those institutions that request them, but many respondents commented that they prefer phone references instead. Search committees screen the initial pool of candidates at 94% of the participating institutions, but more than 30% of respondents said that the department head, direct supervisor, and personnel librarian also play a role in the screening process. In several places, the library dean is directly involved in the creation of the final list of candidates. It is not clear from the data received who has the primary decision-making role in the screening stage of the process. The data indicates a need to study in greater detail the role of search committees in the interview and selection process.

Interview Process

Nearly half of the respondents (45%) said that the last filled position in their library was an entry-level position, while the next highest response (21%) was for a mid-level, nonsupervisory position. More frequent turnover and a greater number of positions at the bottom of traditional hierarchies provide possible reasons for the higher number of entry-level positions reported in the survey.

Phone interviews are used by more than half of the libraries (53%), but the majority of these respondents said that the purpose for phone interviews is either to prescreen the final list of candidates (89%) or narrow the field of candidates (77%). This implies that phone interviews are not meant to replace the formal, on-campus interview. Less than half (43%) of those who employ phone interviews said that their purpose is to reduce the cost of bringing candidates to campus for interviews. Other reasons for contacting the candidates by phone included clarifying and expanding on the information in the application materials and explaining the intent to follow up with references. Another institution commented that they call the top pool just to make sure that the candidates are still interested and inform them that their references will be contacted.

The majority of institutions (91%) said that the first meeting in person with the candidates is on campus. There were two exceptions: Candidates were first met at an ALA Midwinter conference, and once a candidate was met on a recruiting trip to a library school. At least 70% of the respondents said that the candidate would meet with each of the following: the immediate supervisor for the position, a library administrator or division head, librarians and staff from the department in which the candidate would work, and librarians and staff from other divisions or units in the library. Surprisingly, 26% of the respondents said that the candidates meet only with the members of the search committee. Forty-two percent of the respondents said that the candidates might meet with a faculty or staff member from outside the library.

Based on the last hire, 59% of the respondents said that the interview process includes a presentation by the candidate. The majority of those who did not require a presentation said that formal presentations are required only for higher-level positions and often depend upon the nature of the position. Although many institutions do not require a formal presentation, it was often noted that the candidate would answer questions at an open session with library staff.

Nearly all respondents (91%) said that informal lunches or dinners between the candidates and search committees or other staff members are included in the interview process, and 72% of these respondents said that these informal meetings are used as part of the evaluation process. Comments were not requested for this portion of the survey, so it is not clear whether these shared meals compose a formal evaluation or simply a general assessment.

The complete interview process for each candidate averages 1.2 days in length, with 61% of respondents indicating that the whole process takes one day. One institution claimed that the interview process takes only a quarter of a day, while two said it covers three days. It is unclear, however, whether the responses included time for travel or only the formal interview period. Candidates are reimbursed for their travel expenses by 95% of the respondents.

Hiring Decision

The process of hiring is as complex as the interview process itself. The meeting with the search committee was found to be the most influential part of the interview process in terms of making the hiring decision, with 89% ranking the meeting as very important. Nearly 60% of the respondents also ranked the meeting with the director as very important in the process. Thirty respondents said that the application package is very important.

Presentations that candidates give at the interview often cause the greatest amount of interview anxiety, but the survey results indicate that they may not be particularly important in the hiring decision. Only 22 respondents (34%) rated candidates' presentations as very important, and 20 respondents (31%) indicated that presentations are not a part of the interview process. Several respondents commented that presentations are required only of upper-level candidates or for positions in which presentation skills were considered particularly important, such as library instruction positions.

Other meetings noted as important include those with department faculty outside of the library and formal meetings with staff and team members with whom the candidate would be working. Informal meetings with staff were found to be very important by only 11 respondents, but even this figure shows that each portion of the interview process may be important, no matter how informal or peripheral it seems.

In making the final hiring decision, the results show that the library director is the key figure at 62% of the institutions. The search committee made the final hiring decision at 20% of the institutions. However, many institutions noted that although the library director or dean of the libraries makes the final decision, this is done only upon the recommendation of the search committee. The direct supervisor made the final hiring decision at only 8% of the institutions.

Libraries spend a considerable amount of time on the hiring process. The average length of time for the hiring process is 41 days from the time the first candidate is interviewed to the time that the successful candidate is contacted. The average number of days between the interview with the first candidate and the last is 26 days. There is an average of 16 days after the interview with the last candidate before the successful candidate is contacted. In an extreme case, one library reported 281 days between interviewing the first candidate and notifying the unsuccessful candidates.

Contacting the Library after the Interview

In some cases, candidates are uncertain as to whether it is appropriate to contact the library after the interview to find out if a decision has been made. Eighty-six percent of survey respondents said that it is acceptable to contact them after the interview. The majority of institutions suggested that the candidate should wait two to four weeks before contacting the library. Email queries (46%) or phone calls (41%) were reported as being the preferred method of contact. Some institutions noted that the candidates could call concerning the hiring decision, but they would not respond to specific questions concerning the interview.

The Process across Types of Positions

Nearly two-thirds of responding institutions indicated that the interview process is not the same for all positions in the library. The difference in the process depends upon the level of position (78%) or type of position (71%), as well as whether the appointment is a split appointment (15%). Some institutions noted that department heads and higher positions have longer, more extensive interviews. Other institutions noted that depending upon the position, the people and positions represented on the interview teams may vary.

Conclusion

This survey posed many questions about the nature and process of interviewing in large research libraries. It is quite clear from the results that the onsite interview is an extensive affair for both the candidate and the library. As expected, the vitae/résumé offers hiring staff the first glimpse of a candidate; nearly 100% of the responding libraries claimed that the first time candidates meet library

staff in person is at the campus interview. This interview includes meetings with representatives from nearly every unit of the library and sometimes outside of the library. A public presentation may also be required of the candidate. Although lunches and dinners may be presented as "informal," they too are part and parcel of the evaluative process. While the search committee's opinion appears to hold the most weight in the hiring process, so many others are involved in the process that candidates must be prepared for a marathon of meetings until the final hiring decision.

For the library, the hiring process means a substantial commitment in both financial and personnel resources. In most cases, it appears that the brunt of the commitment comes from the administration and the members of the search committee, but the informal meetings and presentations involve many more members of the library staff. This expense in time and resources is justified because connecting the right person to the right job benefits the institution. Hopefully, a fuller knowledge of the demands involved can prepare all parties for the challenging process preceding a new hire.

SPEC Kit 260
The Interview Process

Survey Results

Interviewing job candidates in a large research or academic library is unlike any other interviewing process. For the librarian who has never experienced the process, the time and preparation involved in such interviews can be quite overwhelming. Often candidates are completely unprepared for the rigors of this process. Many guides to interviewing have been written, but none have focused on the uniqueness of the academic librarian interview.

The purpose of this survey is to ascertain the nature and structure of the interview process at large research and academic libraries in the United States and Canada. By determining the nature and structure of the interview, it is hoped that candidates will have a guide from which to draw in their preparation for an interview. Candidates will have an idea of what materials will be requested of them, where they might likely meet representatives of libraries, and how much time it usually takes for the interview process to run its course. Libraries will benefit from candidates being better prepared for the process. Libraries will also gain from being exposed to procedures and practices of other institutions. This may encourage communications about best interviewing practices and help new academic librarians to better navigate the often daunting interview process.

This survey was prepared by Heidi Frank, Electronic Resources Cataloging Librarian, Shawn Nicholson, State Documents and Social Sciences Librarian, Laura Dickson, U.S. Government Documents Librarian, and Terri Tickle Miller, Slavic, East European, and Central Asian Bibliographer, Michigan State University Libraries.

Please submit this survey and send the requested documentation by May 19, 2000. As always, individual responses to the survey will be treated confidentially.

Note: Sixty-seven of the 121 ARL member libraries (55%) responded to this survey.

Background

1. Has your library interviewed any candidates for professional positions since January 1999?

Yes	66	99%
No	1	1%

2. If yes, how many of the positions were: (n=66)

Residency program	35	5%
Entry-level	266	41%
Mid-level nonsupervisor	122	19%
Mid-level supervisor	96	15%
Upper-level	60	9%
Other	65	10%

Comments:

Other positions included technology consultants, information technology professionals (no M.L.S. required) and nonlibrarian supervisory positions.

3. How many candidates applied for each category of position? (n=63)

			Average Number of Applicants Per Position
Residency program	452	5%	13.7
Entry-level	4,438	50%	20.3
Mid-level nonsupervisor	1,891	21%	19.2
Mid-level supervisor	1,102	12%	11.7
Upper-level	891	10%	13.9
Other	114	1%	24.0

Comments:

While respondents generally had 10–50 applicants per position, they noted that the numbers varied depending on the type of position and amount of specialized knowledge needed. Others commented that some searches were conducted internally and resulted in fewer applicants.

4. How many candidates did you select for the final interview for each category of position? (n=65)

			Median Number of Final Candidates Selected
Residency program	80	6%	3.0
Entry-level	476	38%	2.0
Mid-level nonsupervisor	264	21%	2.3
Mid-level supervisor	243	19%	2.6
Upper-level	148	12%	2.5
Other	54	4%	3.0

Comments:

Most respondents replied that the number of candidates selected for the final interview was 3–4 per position. These numbers were offset by counts for internal searches, which had fewer final candidates, and upper-level positions, which tended to have 5–6 final candidates.

Screening Applicants

5. What materials did you request from candidates prior to the interview? Check all that apply. (n=66)

Vitae or résumé	66	100%		
Cover letter	65	99%		
Names of references	58	88%	How many?	3
EEO data	29	44%		
Letters of reference	14	21%	How many?	3
Application form	8	12%		
School transcripts	6	9%		
Other	8	12%		

Comments:

Other materials requested include portfolios for collection conservators and multimedia specialists. Practices vary in relation to references. Many request names of references instead of letters of reference, but respondents are divided on when references are contacted. Some use references to narrow the final pool of candidates for the final interview, while others use them after the interview.

(cont'd)

Of the requested materials, which was most influential when screening for interviews? Select the level of importance with 1 being not important and 4 being very important. Select 0 if your institution did not request the material. (n=66)

	Not Requested 0	Not Important 1	2	3	Very Important 4
Vitae/résumé				4	62
Cover letter		1	6	21	38
Letters of reference	20	1	3	15	17
EEO data	26	7	7	7	4
Application form	45	2	1	2	2
School transcripts	46	1	3	1	1
Other	11			1	8

Comments:

Two respondents noted that the cover letter can be important, if it is well-written and "articulates interest in and enthusiasm for the position." EEO data is often requested, but libraries generally do not receive such information.

7. Did you encourage and/or accept delivery of requested materials by email?

Yes	50	76%
No	16	24%

Comments:

One institution noted that they do not encourage email submissions because of the risk of computer viruses. Another accepts email submissions, but requires a signed paper copy sent by regular mail.

8. Who was responsible for screening the pool of candidates to determine final interviewees? Check all that apply. (n=66)

Search committee	62	94%
Department head	23	35%
Direct supervisor	22	33%
Personnel librarian	21	32%
EEO representative	8	12%
Other	13	20%

Comments:

Several respondents replied that the dean of the libraries was responsible for narrowing the pool of candidates to determine the list of final interviewees. In one case, the campus EEO director must approve the list of final candidates.

The Interview Process

9. What was the level of the last professional position for which you interviewed and hired?

Residency program	4	6%
Entry-level	30	45%
Mid-level nonsupervisory	14	21%
Mid-level supervisory	8	12%
Upper-level	9	14%
Other	1	2%

Librarian III/assistant professor tenure track

Please answer questions 10 through 20 based on this last professional position interview process.

10. Were any candidates interviewed by phone?

Yes	35	53%
No	31	47%

(cont'd)

If yes, what was the purpose of the phone interview? Check all that apply. (n=35)

To prescreen the final list of candidates	31	89%
To narrow the field of candidates	27	77%
To reduce the cost of bringing candidates to campus for interviews	15	43%
Other	3	9%

To clarify and expand the information presented in the application materials
To ensure that a candidate living out of the country would likely be the first choice before they paid for international airfare
To explain the intent to follow up with references and, if necessary, request names to contact

11. When was the first time candidates met library staff in person? (n=64)

On campus	58	91%
At national conference	2	3%
Recruiting trip to library school	1	2%
At regional conference	0	0%
Other	5	8%

At interview
Candidates are met at the hotel on the morning of the interview by the personnel librarian.
Candidate was from a city in the state, attended a library function in the state, and met the person who would be their supervisor.
During the selection process
Internal candidate

12. Which individuals or groups did the candidates meet with during the interview process? Check all that apply. (n=66)

Immediate supervisor for the position	65	99%
Library administrator or division head	61	92%
Librarians from the department or section in which the candidate would work	59	89%
Departmental staff from the department in which the candidate would work	56	85%
Librarians from other divisions or units of the library	55	83%
Paraprofessional library staff	48	73%
Faculty or staff member from outside the library	28	42%
All library staff	20	30%
Search committee members only	17	26%
Other	10	15%

(cont'd)

Comments:

Many institutions commented that there is an open meeting or presentation period at which all library staff have an opportunity to meet and/or question the candidate. One institution said the candidate meets with the dean of the school for a branch library position. Others said the candidate meets with staff from human resources, as well as the dean and staff from the dean's office. Also, one institution noted that faculty members are included in the interview process, lunch group, or search committee depending on the duties or responsibilities of the position.

13. Did the interview process require a presentation by all candidates?

Yes	39	59%
No	27	41%

If no, what determined who made a presentation?

Almost all of the institutions who did not require a presentation by the candidate, said that formal presentations were only required for mid- to upper-level positions. Some also said that it depends on the nature and duties of the position and the search committee decides which positions would require a presentation. A few institutions commented that a formal presentation was not required, but that candidates often met with library staff at an "open meeting" for an informal question/answer session.

14. Were informal lunches or dinners with the search committee or other staff members included in the interview process?

Yes	60	91%
No	6	9%

If yes, were these used as part of the evaluation process?

Yes	43	72%
No	17	28%

15. How many days did the complete interview process take for each candidate? (n=66)

Minimum	Maximum	Mean	Median	Standard Deviation
.25	3.0	1.2	1.0	.50

Days	Responses	
0.25	1	2%
0.5	4	6%
1	40	61%
1.25	2	3%
1.5	9	14%
2	8	12%
3	2	3%

16. Did the library reimburse the candidates for travel expenses incurred for the interview?

Yes	63	95%
No	3	5%

Hiring Decision

17. What components of the interview were most influential in the hiring decision? (i.e., what portion was given the most weight in decision making?) Select the level of importance with 1 being not important and 4 being very important. Select 0 if the component was not a part of the interview process. (n=65)

	Not Part	Not Important			Very Important
	0	1	2	3	4
Meeting with search committee	2		1	4	58
Meeting with the director	5	1	10	11	38
Application package			2	33	30
Presentation	20		6	14	22
Informal meetings with staff	5	3	22	23	11
Other component	8			3	13

Comments:

Other components of the interview that were noted as important include meetings with department faculty and formal meetings with staff and team members with whom the candidate would be working. One respondent noted that reference calls were an important part of the interview process.

18. Who made the final hiring decision? (n=65)

Library director	40	62%
Search committee	13	20%
Direct supervisor	5	8%
Head of personnel	0	
Other	7	11%

Comments:

Many respondents noted that the library director or dean of the libraries makes the final decision, with recommendations from the search committee. One institution noted that the final decision goes through human resources for affirmative action compliance. Another institution's final hiring decision is made by the steering committee with recommendations of the search committee.

19. How long did the interviewing and hiring process take? (n=60)

Number of days between	Minimum	Maximum	Mean	Median
Interview with first candidate and interview with last candidate	1	268	26	9
Interview with last candidate and successful candidate contacted	1	80	16	12
Successful candidate contacted and other candidates contacted	1	43	10	8
Interview with first candidate and successful candidate contacted	1	281	41	23

20. How were candidates contacted? Check all that apply. (n=66)

Phone	55	83%
Mail	44	67%
Email	22	33%
Other	10	15%

Comments:

Though not always the case, a majority of respondents commented that the successful candidates and/or the candidates who were interviewed were first contacted by phone (usually with a formal follow-up letter), while the unsuccessful candidates were usually contacted by mail. A couple of respondents commented that internal candidates and local candidates were contacted in person. One respondent said a fax may be used to contact the candidate. Another responded claimed that contact may be made in any way possible and that email has proven to be the most efficient. That respondent also stated their surprise at a lack of answering machines or voice mail.

Other

21. Is it appropriate for candidates to contact the library after the interview to find out if a decision has been made?

Yes	56	86%
No	9	14%

If yes, about how long should they wait after the interview? (n=55)

1 week	4	7%
2 weeks	20	36%
3 weeks	15	27%
4 weeks	9	16%
Other	7	13%

Which type of contact is preferred? (n=61)

Email	28	46%
Phone	25	41%
Mail	1	2%
Other	7	11%

Comments:

Many respondents commented that any form of communication is acceptable. One respondent noted that the candidates could call concerning the filling of the position, but they would not respond to specific questions concerning the interview.

22. Is the interview process the same for all professional positions in the library?

Yes	24	36%
No	42	64%

If no, what is different? (n=41)

Process depends on level of position	32	78%
Process depends on type of position	29	71%
Process is different for positions with split appointments	6	15%
Other	4	10%

Comments:

Some respondents noted that department heads and higher positions had longer, more extensive interviews. Other respondents noted that depending on the position, the people and positions represented on the interview teams might vary.

Additional Comments

- Attempts are made to expose candidates to the greatest number of people possible.
- Tours of facility and town are common—one library has a realtor offer tours.
- Some change their interviewing technique frequently in hopes of finding something particularly effective.
- Nonlibrarian professional positions require different presentations—tests or portfolios—whereas "higher-level" positions involve more interviews and informal meetings.
- Some libraries are content with taking their time—up to six months—while others try to move along as quickly as possible.

What is most evident from the additional comments section is that there is great diversity in the way libraries conduct their interviews. Common themes include having candidates at all levels meet formally and informally with many people. Giving candidates an opportunity to tour the library, the campus, and even the town also seems to be an important part of the process.

Responding Institutions

University of Alabama
University of Alberta
Arizona State University
Auburn University
University of British Columbia
Brown University
University of California–Davis
University of California–Irvine
University of California–Riverside
Canada Institute for Scientific and Technical Information
Case Western Reserve University
University of Colorado
Colorado State University
University of Connecticut
Cornell University
Dartmouth College
University of Delaware
Emory University
George Washington University
Georgetown University
University of Georgia
University of Guelph
University of Hawaii
University of Houston
University of Illinois at Chicago
Indiana University
University of Iowa
Iowa State University
Johns Hopkins University
University of Kentucky
McMaster University
University of Manitoba
University of Massachusetts
Massachusetts Institute of Technology
University of Miami
University of Michigan
Michigan State University
University of Minnesota
National Library of Canada
University of Nebraska–Lincoln
University of New Mexico
University of North Carolina
North Carolina State University
Northwestern University
Ohio University
Oklahoma State University
University of Oregon
University of Pennsylvania
Pennsylvania State University
University of Pittsburgh
University of Rochester
Rutgers University
University of Saskatchewan
Smithsonian Institution
State University of New York at Albany
State University of New York at Buffalo
University of Tennessee
Texas A&M University
Texas Tech University
University of Virginia
Virginia Tech
Washington University–St. Louis
University of Waterloo
Wayne State University
University of Western Ontario
Yale University
York University

SPEC

Representative Documents

Interview Schedules

UNIVERSITY OF ALABAMA LIBRARIES

Candidate for Public and Outreach Services Coordinator
February 10-11, 2000

Thursday, February 10, 2000

	Check in at Four Points Hotel, 320 Paul Bryant Drive, Tuscaloosa
4:00 - 5:00 p.m.	Tour of Tuscaloosa with Tom Land, Institutional Records Analyst, Hoole Special Collections Library
6:30 p.m.	Dinner at Cypress Inn -- Ellen Garrison, Curator, Hoole Special Collections Library and Clark Center, Archival Access Coordinator, Hoole Special Collections Library

Friday, February 11, 2000

8:15 a.m.	Picked up at hotel by Tom Land
8:30 - 9:00 a.m.	Search Committee -- Conference Room, Hoole Special Collections Library Ann Power, Chair and Coordinator, Bibliographic Instruction Mangala Krishnamurthy, Library Assistant, Information Services Tom Land Patricia Ratkovich, Catalog Librarian, Catalog Department Liza Wilson, Associate Professor, Teacher Education
9:00 -10:45 a.m.	Tour of Hoole Special Collections Library Meet with Department Meet with Curator
10:45-11:00 a.m.	Break and walk to Gorgas Library
11:00-11:30 a.m.	Open meeting with library faculty and staff -- 401 Gorgas Library
11:30-11:50 a.m.	Meet with Cheryl Ballard, President, Library Faculty Organization -- 402 Gorgas Library
11:50 a.m.	Depart for lunch with Mangala Krishnamurthy

page 2

12:00 - 1:15 p.m.	Lunch – University Club Mangala Krishnamurthy, hostess Kristina Dalton, Reference Librarian, Information Services George Rable, Professor, Department of History
1:15 - 1:45 p.m.	Tour of Gorgas Library -- Will Davis, Library Assistant, Acquisitions
1:45 - 2:00 p.m.	Benefits Meeting with Voni Wyatt, Personnel Officer -- 201-F Gorgas Library
2:00 - 2:30 p.m.	Meet with Karen Croneis, Associate Dean for Collections and Information Services -- 201-F Gorgas Library
2:30 - 2:45 p.m.	Break
2:45 - 3:15 p.m.	Meet with Charles Osburn, Dean, University Libraries, 201 Gorgas Library
3:15 - 3:45 p.m.	Meet with Search Committee -- 201-F Gorgas Library
3:45 p.m.	Return to Four Points Hotel

All library faculty and staff are invited to meet and interview the candidate. Please follow the guidelines for permissible questions and questions to be avoided as outlined in the Pre-employment Inquiry Guide. Copies of the Guide are available in your department.

27

BROWN UNIVERSITY

Interview Schedule for
Curator, East Asian Collection
Brown University Library

xxxxxxxx
December 5-6, 1999

Sunday, December 5

6:00 p.m.	Dinner with (Supervisor)

Monday, December 6

8:30-9:00 a.m.	University Librarian
9:00-9:15 a.m.	Assistant to the University Librarian
9:15-9:30 .am.	Director, Library Personnel/Labor Relations
9:30-10:30 a.m.	Head, Collection Development (Supervisor)
10:30-10:45 a.m.	Break
10:45-11:30 a.m.	Tour of the East Asian Collection with staff of the East Asian Collection
11:30-12:00 noon	Reference/Collection Development Librarian Head, Acquisitions Department Head, Catalog Department
12:00-1:30 p.m.	Lunch
1:30-2:00 p.m.	Professor xxxx, Chair, East Asian Studies Department
2:00-3:00 p.m.	Meet with East Asian Studies faculty members
3:00-3:30 p.m.	Search Committee (consisted of Library staff and East Asian Studies Department faculty)
3:30-4:00 p.m.	Head Special Collections Librarian Associate Univ. Librarian for Special Collections
4:00-4:30 p.m.	Associate University Librarian for Public Services and Collection Development

Sample Interview Schedule: Level 10[1] or Level 11[2] Librarian

Level 10 or Level 11 Librarian candidates should meet with the following:
University Librarian
Assistant University Librarians
Department Head
Direct Supervisor
Assistant to the University Librarian
Staff
Search Committee

Day One

5:00 p.m.	Candidate met at Hotel by Chair of Search Committee or other designee for brief campus/local area tour.
6:00 p.m.	Dinner with search committee member(s) and/or colleagues..Candidate should be returned to hotel after dinner.

Day Two

8:15 a.m.	Candidate met at hotel by Assistant to the University Librarian and brought to the Library.
8:30-8:45	Assistant to the University Librarian
8:45-9:15	Personnel/Labor Relations Manager (if position manages bargaining unit staff)[3]
9:15-10:00	Search Committee
10:00-10:15	Break with 1 or 2 colleagues
10:15-11:00	Direct Supervisor and/or Department Head
11:00-11:45	Tour of the department and the Library
11:45-12:30	Assistant University Librarian
12:30-2:00	Lunch
2:00-2:30	Support Staff
2:30-3:00	University Librarian
3:15-4:00	Colleagues or other interested parties as above
4:00-4:30	Search Committee

1. Includes: Reference/Collection Development Librarians; Catalog and Serials Catalog Librarians; Gifts and Collection Maintenance Librarian; Humanities Collection Development Librarian; Art Slide Librarian; Reader Services Librarian; Paper Conservator; Pembroke Librarian; and Archivist for the Farnham Archives.)
2. Includes: Curator, InterLibrary Loan Coordinator, Documents Coordinator, Head Serials Cataloging Librarian
3. If position is not manager, 15 minutes added to time of meeting with Assistant to University Library and 15 minutes added to interview with Search Committee

BEST COPY AVAILABLE

COLORADO STATE UNIVERSITY LIBRARIES
Interview Schedule for
Reference Librarian - Agricultural/Biological Sciences Specialist

DAY 1, Tuesday, February 29, 2000

TIME	MEETING	LOCATION	HOST
4:30	Tour of community	Holiday Inn	T. Switzer
6:00	Dinner/Search Ctte	Young's	F. Schmidt

DAY 2, Wednesday, March 1, 2000

8:15	Pick-up/Morgan Tour		T. Neely
9:00-9:50	Anna DeMiller	Anna office	A.DeMiller
10:00-11:00	Reference Services Faculty and Class. Staff	Reference Conf. Rm.	M. Mach
11:10-12:00	*Open Forum (for all faculty and classified staff)	203 Morgan Library	L. Anderson
12:00-1:30	Lunch w/ Ref. Coords.	CBPotts	A. DeMiller
1:45-2:45	Tenured Faculty Ctte.	Admin Conf. Rm.	H. Enssle
2:45-3:45	AD Public Svcs.	110 Morgan	J. Wessling
3:45-4:15	Int. AD Admin. Svcs.	110 Morgan	T. Switzer
4:15- 5:00	Break		
5:00-	Dean Disc./Dinner	Moot House	C. Alire

*Candidate should be prepared to give a 15-minute presentation on *The Role of an Agriculture/Biological Sciences Librarian in a Land Grant Institution.*

30

Interview Policies and Procedures

University of Delaware Library

Recruitment Materials
for
Professional Search Committees

revised
February 2000

32

CONTENTS

Responsibilities for Professional Searches

Steps in the Search Process

Recruitment Resources

Sample Telephone Reference Questions

Sample Interview Questions

Sample Interview Schedule

Sample Interview Comments Form

Notes for Library Staff Participating in
Professional Searches

Pre-Employment Interview Guide

Selections from *University of Delaware Recruitment Manual For Faculty, Professional and Salaried Staff Members:*
Hiring Goals
Definition of Protected Class Members

Attachments:
current job posting

RESPONSIBILITIES FOR PROFESSIONAL SEARCHES

Assistant Director for Library Administrative Services

The Assistant Director for Library Administrative Services serves as ex-officio on all professional search committees. The Assistant Director is responsible for informing the search committee of the recruitment process, deadlines, legal constraints, and affirmative action policy and procedures at the University of Delaware. The search committee should notify the Assistant Director of all meetings and selections decisions. Although the Assistant Director may not attend all meetings, he or she serves as a resource person for the committee through out the search process. The Assistant Director for Library Administrative Services is also responsible for:

1. Advertising the vacant position in appropriate journals, newsletters, and Internet sources. See attached list for standard advertising locations. Please notify the Assistant Director if you have other suggestions.
2. Maintaining application files.
3. Assisting with references.
4. Calling candidates to schedule interviews.
5. Sending interview schedule and recruitment packet to candidates.
6. Distributing interview schedules, resumes, job descriptions and feedback (evaluation) forms to library staff participating in interviews.
7. Making lodging and travel arrangements for candidates.
8. Offering the position to the selected candidate.
9. Notifying other candidates and applicants when the position is filled.

Search Committee Chair

The Chair is responsible for scheduling meetings, communicating with the Assistant Director for Library Administrative Services on a regular basis, and keeping the search committee informed of pertinent information.

Search Committee Members

Committee members are responsible for attending all meetings and assuring confidentiality of search committee files and proceedings. Prior to the first day of interviews, members of the search committee are encouraged to view, "More Than A Gut Feeling,"VHS 4958, available at the media desk on the lower level of the library. This video provides instruction on behavioral interviewing techniques and assists in formulating effective interview questions. During the interview process, committee members should ensure that each candidate has equal opportunity to present their qualifications. Care should be taken to avoid potentially discriminatory questions or conversations. NOTE: The search committee member who participates in the lunch is responsible for contacting the other library staff and answering any questions they may have prior to the first scheduled lunch. See "Notes for Library Staff" on p.13.

STEPS IN THE SEARCH PROCESS

Search committees for professional positions at the University of Delaware Library are responsible for reviewing application materials, conducting interviews, and advising the Director of Libraries in hiring decisions. Search committees should include the following steps in planning their schedule:

1. **Review job description and qualifications**. For administrative positions (Department Head or Assistant Director), invite the Director of Libraries to meet with committee.

2. **Review application materials**. Application materials are filed in the administrative office and may only be reviewed in confidential locations within the Library (i.e. private office or reserved conference room). If removed from the administrative office, application files must be signed out. The Assistant Director, Office Supervisor, or Senior Secretary in Administrative Services may retrieve and sign-out application files to members of search committees.

3. **Select candidates for whom references will be contacted**. Decide whether to call or write for references. If references are telephoned, a follow-up letter is requested. (See attached guidelines for contacting telephone references). At least two references should be contacted for each candidate. Responsibilities for contacting references may be distributed among the professional staff members of the search committee. One person should contact all references for an individual candidate. Accurate notes of reference calls are important.

4. **Select candidates to be invited for interviews**. Notify the Assistant Director for Library Administrative Services candidates selected for interviews. The list of candidates will be forwarded to the Affirmative Action Office for approval.

5. **Plan interviews**. Set-up interview dates and time schedules and contact library staff who will participate in interviews. Plan an open staff break for candidates in the staff room, if appropriate. Prepare an interview comments form for library staff who participate in interviews. Draft interview questions.

6. **Participate in and facilitate interview meetings**. Identify which committee member will escort the candidate between meetings. Provide breaks for drinks and restrooms, when possible. Ensure that all library staff who participate in interviews understand their role in the process and understand how to avoid potentially discriminatory questions and conversations. Encourage all staff who meet candidates to complete comments forms.

7. **Review interview data and submit written recommendation to Director of Libraries**.

RECRUITMENT RESOURCES

University of Delaware

Copies of professional job descriptions are posted in three campus locations:

1. on the University of Delaware homepage at http://www.udel.edu/udjobs/prof.html
2. in the *UpDate*, distributed each Thursday
3. and on the UD telephone employment hotline (x2100), updated each Tuesday

National Publications

Copies of professional job descriptions are published in the *Chronicle of Higher Education* and are duplicated in the web publication, *Academe This Week* located at http://chronicle.merit.edu/.ads/.links.html. As publications schedules permit, job vacancies may also be announced in any of the following professional journals and newsletters:

American Indian Libraries Newsletter
American Libraries and ALA Home Page (http://www.ala.org/education/)
Asian / Pacific American Librarians Newsletter
Black Caucus Newsletter
Black Issues in Higher Education
Chinese-Americans Librarians Association Newsletter
Reforma Newsletter

Association for Research Libraries

Copies of professional job descriptions are mailed to individual ARL libraries and posted on the ARL Home Page located at http://arl.cni.org/.

Library Schools

Copies of professional job descriptions are mailed to all ALA-accredited library schools and posted on two library school websites. The search committee may identify other relevant websites.

Drexel University, College of Information Science and Technology:
http://www.cis.drexel.edu/placement/placement.html

University of Illinois, Graduate School of Library and Information Science:
http://carousel.lis.uiuc.edu/~jobs/

Listservs

Copies of professional job descriptions are mailed to the following listservs. In addition, the search committee may identify listservs which target specialized audiences.

acrlny-l@forums.nyu.edu
afas-l@listserv.kent.edu
bcala@listserv.kent.edu
black-lp@listserv.temple.edu
equilibr@ala.org
libadmin@list.umaryland.edu
lisjobs@uiuc.edu
libjob-l@ubvm.cc.buffalo.edu
pacs-l@listserv.uh.edu
reformanet@lmrinet.ucsb.edu

Professional Conferences

Copies of professional job descriptions may be submitted to the placement center at professional conferences as timing permits.

Local Newspapers

Professional positions which do not require an MLS may be posted in various local newspapers:

Wilmington News Journal (www.delawareonline.com) and (www.careerpath.com)
Philadelphia Inquirer
Baltimore Sun

37

SAMPLE TELEPHONE REFERENCE QUESTIONS

Name of Candidate:	Candidate's Job Title:
Name of Reference:	Relationship to Candidate:
Date:	Length of Time in Present Position:

1. Review general responsibilities of candidates present position. Is the candidate adequately prepared for these responsibilities? What are his / her strengths? What are his / her weaknesses? How does his / her performance compare to others with similar responsibilities or who have held the same position in the past?

2. How successful has the candidate been in meeting goals? What are some significant achievements? How does he / she handle pressure?

3. How would you evaluate the candidate's performance related to quality of work, quantity of work, judgement, organization and problem solving skills?

4. How would you evaluate the candidate's personal qualities related to flexibility, initiative, and independent thought?

5. How would you evaluate the candidate's communication skills? How well does the candidate interact with people of diverse backgrounds (i.e. different levels of education, authority, lanuage skills, or ethnic heritage)?

6. How would you describe the candidate's management / supervisory style?

7. How would you evaluate the candidate's automation experience / computer knowledge?

8. Review general responsibilities of vacant position. How well is the candidate prepared for these responsibilities?

9. Would you rehire this person?

10. Do you have any other comments you would like to add?

Please send a brief follow-up letter summarizing your comments about the candidate to:

Paul Anderson
Assistant Director for Library Administrative Services
University of Delaware Library
Newark, DE 19717-5267

SAMPLE INTERVIEW QUESTIONS

What interested you in applying for this position?

What strengths do you bring to this position?

What is important to you in a job?

Describe an important goal which you achieved in the past. What strategies did you use to achieve it?

What is the most significant written document, report, or presentation that you have completed? What made it an effective product?

What was the most creative work-related project which you have completed? What did you enjoy about that experience?

Describe a time when you had to communicate information in a difficult or awkward work situation. How did you handle that situation?

Describe a time when you worked with a group of people to complete a project. What was your role? What did you like or dislike about that experience?

What did you do in your last job to contribute to a positive team environment? Be specific.

Please summarize your supervisory experience in previous positions in terms of the number of people you supervised and your level of responsibility (i.e. scheduling, payroll, training, coaching, performance appraisals).

Describe a time when you had to work with an employee to correct or improve his or her job performance. What strategies did you use?

What techniques or approaches have you found to be the most effective when training employees?

What techniques or approaches have you found to be the most effective in motivating employees?

How would you describe your ability to provide or receive feedback about work performance?

Describe a work situation when you had to make a decision in a short period of time. What strategies did you use?

Describe a work situation in which you effectively influenced the actions of others. What strategies did you use to communicate your point of view?

Describe any customer service or public service experience you have had in your previous positions. What types of information or policies did you have to communicate in that position? Have you ever had to enforce a policy with which you did not agree? If so, how did you handle that situation?

Describe a time when you had to assist a customer who was angry or unhappy. How did you handle that situation?

Describe a work or community experience in which you worked with people from different backgrounds. What was most challenging about that experience? What was most rewarding?

Describe a work responsibility or project which required you to work independently. What were your responsibilities? What strategies did you use to coordinate the work? What methods did you use to prioritize your work? How did you enjoy that type of work?

Are there any other work experiences, skills, or qualifications that relate to this position that you would like us to know about?

Do you have any questions for the committee?

SAMPLE

INTERVIEW SCHEDULE

Date

First Day	
	Check in Howard Johnson Lodge
6:30 p.m.	Dinner with Assistant Director and Department Head or other appropriate person.
Second Day	
	Check out Howard Johnson Lodge
8:30 a.m.	Pick up at Howard Johnson Lodge by a member of the Search Committee
8:15 a.m.	Paul Anderson, Assistant Director for Library Administrative Services
8:45 a.m.	Search Committee/ Administrative Conference Room
9:30 a.m.	Meeting with Department
10:30 a.m.	Tour of the Morris Library
11:15 a.m.	Meeting, people with whom will interact who are not a part of the dept.
11:45 a.m.	Lunch/ Blue and Gold Club
1:00 p.m.	Meeting with selected members of other units
1:45 p.m.	Susan Davi, Head. Collection Development Department of Craig Wilson, Asst. Director for Library Collections
2:15 p.m.	Department Head
2:45 p.m.	Assistant Director
3:15 p.m.	Break
3:30 p.m.	Search Committee/ Administrative Conference Room
4:00 p.m.	Departure

Interview Comment Form

POSITION TITLE

Please return this form to Paul Anderson, Assistant Director for Library Administrative Services no later than 4:00 p.m. on October 29, 1998.

Candidate_____

Please check off all interview segments in which you participated:

____ attended formal presentation
____ breakfast
____ lunch
____ dinner
____ tour for candidate
____ individual interview
____ group interview
____ other:_____

Based on the segment(s) of the interview in which you participated:

1. What do you perceive to be the candidate's strengths and weaknesses?

2. How would you evaluate the candidate's oral communication skills?

3. How would you describe the candidate's interpersonal skills?

4. Please add any additional comments that may help the search committee in its deliberations. Also please record any pertinent job-related information learned during the interview that did not appear on the resume.

5. Please mark the phrase that best describes this candidate from your perspective:

___ strong candidate
___ acceptable candidate
___ unacceptable candidate

Reasons for your recommendation:

Name_____
Date_____

Please return this form to Paul Anderson, Assistant Director for Library Administrative Services no later than 4:00 p.m. on October 29, 1998.

All comments are confidential and will be shredded immediately after the search process is completed.

NOTES FOR LIBRARY STAFF PARTICIPATING IN PROFESSIONAL SEARCHES

The Library encourages staff participation and feedback in professional searches. Library staff are welcome to attend presentations by candidates and open breaks. In addition, individuals may be asked to participate in lunches with candidates. The search committee requests that library staff complete an Interview Comment Form any time they meet with a candidate or participate in part of the interview day.

The attached Pre-Employment Interview Guide may be helpful to library staff who are new to the interview process. The guide suggests what types of questions to avoid and recommends specific phrasing to other questions that will ensure fairness for all candidates. The underlying message is that all questions of candidates should be relevant to the position.

Library staff who participate in lunches with candidates have a special responsibility. In addition to providing respite and refreshment for the candidate, the purpose of the lunch is to communicate information about what it is like to live and work in the area. The atmosphere of the lunch is intended to be social and welcoming. Library staff may relate their own personal experiences and observations, if they wish. However, care should be taken to avoid asking personal questions of the candidate. If a candidate reveals information of a personal nature, it should be their choice.

PRE-EMPLOYMENT INTERVIEW GUIDE

When interviewing prospective employees, supervisors should avoid inquiries that are designed to obtain information which is not job-related. The questions asked during an interview should reflect the skills and knowledge necessary to perform the job tasks.

Hiring supervisors should not seek to obtain information prior to employment which is potentially prejudicial unless it can be shown that a bona fide occupational qualification (BFOQ) is involved. Additionally, applicants should not be encouraged to volunteer such information.

Listed below is a chart to be used as a guide during the interviewing process. It identifies common problem areas and suggests ways to obtain the information needed to make selection decisions.

SUBJECT	RECOMMENDED INQUIRY	INQUIRIES TO BE AVOIDED
AGE	Are you between 18 and 70 years of age? If a minor, proof of age in form of work permit needed.	How old are you? What is your birthday? Requirement of proof of age.
NAME	Have you ever worked for this company under a different name? Is there any additional information relative to a change of name or use of another name necessary for us to check your work record?	Have you ever changed your name? Have you ever used another name? Birth name of married woman. Inquiries that would indicate applicants lineage, ancestry, national origin or descent.
MARITAL STATUS	Are there any activities, commitments or responsibilities that might prevent you from meeting work schedules or attendance requirements?	Do you wish to be addressed as Mr., Miss, Mrs., or Ms.? Number and age of children. Questions concerning marital status, child care arrangements, pregnancy, spouse's occupation.
CITIZENSHIP	Are you a U.S.. Citizen? Are you in the U.S. under a Visa which prohibits you from working here?	Whether applicant's parents or spouse are naturalized or native-born U.S. citizens. Where were you born? Proof of citizenship.
LANGUAGE/ of NATIONAL ORIGIN	None.	Inquiry into place of birth of applicant, parents, grandparents, spouse, mother.

SUBJECT	RECOMMENDED INQUIRY	INQUIRIES TO BE AVOIDED
MERIT RATING/ FINANCES	None.	
MILITARY	Type of educational experience gained in armed forces.	Type of discharge.
REFERENCES	By whom were you referred for a position here? Names of individuals willing to provide character references.	Request reference from applicant's pastor or religious leader.
RACE OR COLOR	None.	
HEIGHT & WEIGHT	Now that you understand the physical demands of the job, are there any limitations that would interfere with your ability to perform?	Any inquiry about height and/or weight not based on actual job requirements.
ADDRESS OR RESIDENCE	Where do you live now? How long have you lived there? How long have you been a resident of this area?	Do you own or rent your home? Name and relationship of persons with whom applicant resides.
DISABILITIES/ HANDICAPS	Do you have any physical, mental or medical disabilities which would interfere with your ability to perform the job for which you have applied?	Do you have any handicaps or disabilities? Have you ever been treated for any of the following diseases?
ARRESTS/ CONVICTIONS	Have you ever been convicted of a felony or misdemeanor? related to job requirement	Have you ever been arrested? Asking about conviction as should be avoided.
EDUCATION	Inquiry into what academic, vocational, professional school attended. Inquiry into language skills and fluency.	Inquiries asking specifically the nationality, racial or religious affiliation of a school.
RELIGION	None.	

SUBJECT	RECOMMENDED INQUIRY	INQUIRIES TO BE AVOIDED
ORGANIZATIONS	List of Clubs (etc.) that may be relevant to your ability to perform this work.	List of all clubs, societies, lodges or social organizations to which you belong.
NOTIFICATION	Name and address of person to be notified in case of emergency.	Name and address of relatives to be notified in case of accident or emergency.
EXPERIENCE	Applicant's work experience including names and addresses of previous employment, reasons for leaving, salary history.	

HIRING GOALS

The University's recruitment and hiring procedures are designed to achieve the fair and adequate representation of protected class members in the workforce. When the representation of protected class members in an academic or administrative unit or job group approximates their availability in the relevant labor market, the protected group is considered to be represented in sufficient numbers to meet equal opportunity requirements.

When protected groups are underrepresented in an academic or administrative unit or job group, the University is committed to comply with applicable equal employment and affirmative action laws and regulations. This means that whenever there is a vacancy in an underrepresented job category, good faith efforts will be undertaken to include qualified members of the underrepresented protected group in the applicant or promotion pool. From this pool, the best qualified candidate will be chosen.

Source: *University of Delaware Recruitment Manual for Faculty, Professional and Salaried Staff Members*, Office of the Vice President for Administration, 1999 p. 6.

BEST COPY AVAILABLE

DEFINITION OF PROTECTED CLASS MEMBERS

Protected class members are individuals identified under Title VII of the Civil Rights Act as amended and Executive Order 11246. The following groups are considered to be "protected" under operative equal opportunity and affirmative action legislation:

Minorities - All persons classified as Black, Hispanic, Asian / Pacific Islander, American Indian or Alaskan native.

- *American Indian* or *Alaskan Native* - A person with origins in any of the original peoples of North America who maintains cultural identification through tribal affiliation, community or self-recognition.
- *Asian / Pacific Islander* - A person with origins in any of the peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacifica Islands.
- *Black* - A person not of Hispanic origin, i.e. with origins in any of the Black racial groups of Africa.
- *Hispanic* - A person of Mexican, Puerto Rican, Cuban, South American or other Spanish culture or origin.

Disabled Individual -- Persons with disabilities - Any person who: 1) has a physical or mental impairment that substantially limits one or more of his or her major life activities; 2) has a record of such impairment or; 3) is regarded as having such impairment. A disability is substantially limiting if it is likely to cause difficulty in securing, retaining or advancing in employment.

Women

Veterans

- *Qualified Disabled Veteran* - A disabled veteran who is capable of performing a particular job with reasonable accommodation to his or her disability.
- *Veteran of the Vietnam Era* - A person who served on active duty for a period of more than 180 days, any part of which occurred between August 5, 1964 and May 7, 1975, and was discharged or released therefrom with other than a dishonorable discharge; or who was discharged or released from active duty for a service-connected disability if any part of such duty was performed between August 5, 1964 and May 7, 1975.

Age - All persons who are 40 years of age or older.

Source: *University of Delaware Recruitment Manual for Faculty, Professional and Salaried Staff Members*, Office of the Vice President for Administration, 1999 p. VII.

50

UNIVERSITY OF DELAWARE LIBRARY
OFFICE OF THE DIRECTOR

University of Delaware
Newark, Delaware 19717-5267
Ph: 302/831-2231
Fax: 302/831-1046
Library Web: http://www.lib.udel.edu

Position Assistant Librarian for Special Collections

Environment The University of Delaware's attractive main campus is located in a suburban community of 30,000 and is within easy reach of the cultural resources of Philadelphia, New York, Baltimore, and Washington. The University of Delaware Library is comprised of the Morris Library and four branch libraries. The collections include over 2.4 million volumes and a strong collection of electronic resources networked to the University and remotely accessible to authorized off-campus users. The University of Delaware is a member of the Association of Research Libraries, the Center for Research Libraries, PALINET, the Chesapeake Information and Research Library Alliance (CIRLA), and the Coalition for Networked Information. More information about the University of Delaware may be found on the World Wide Web at: http://www.udel.edu/ or at http:// www.lib.udel.edu.

Description Reporting to the Head of the Special Collections Department, this position has primary responsibility for coordinating collection management activities for rare books and printed materials within Special Collections, including preservation, and supervision of student assistants. Additional duties relating to the manuscript map, ephemera, and poster collections, and collection development will be assigned as warranted. The successful applicant will also participate in Special Collections public service functions, including reference, bibliographic instruction, and exhibition activities. The successful applicant will also contribute to Special Collections efforts to expand access to its holding through the Internet and other digital initiatives. An excellent opportunity for an entry level librarian with training and an interest in special collections librarianship to participate fully in a broad range of activities in an academic library Special Collections Department.

Qualifications Required: ALA accredited MLS. Strong oral and written communication skills. Experience and/or training with rare books, manuscripts, and archival materials. Preferred: A working knowledge of at least two Western European languages, supervisory experience, familiarity with digital technology as it relates to special collections, and experience with HTML and web applications.

Salary Salary dependent upon experience; expect to fill at Assistant Librarian level (minimum $34,000).

Benefits Vacation of 22 working days. Liberal sick leave. Generous flexible benefits program. TIAA-CREF or Fidelity retirement with 11% of salary contributed by the University. Tuition remission for dependents and course fee waiver for employee.

To Apply Send letter of application, current resume, and the names, addresses and telephone numbers of three references to Paul Anderson, Assistant Director for Library Administrative Services, University of Delaware Library, Newark, DE 19717-5267. To ensure consideration applications should be received By April 28, 2000.

The University of Delaware is an equal opportunity employer which encourages applications from minority groups and women.

3/2/00

BEST COPY AVAILABLE

http://www.mcmaster.ca/mufa/handbook/libappt.htm

Librarian Appointment Policy

DISCLAIMER: *If there is a discrepancy between this electronic policy and the written copy held by the Policy owner, the written copy prevails.*

POLICY

The University's objective is to appoint the librarian with the greatest potential to meet or exceed the expectations for the position. This will optimize the quality and extent of library services available in the University.

This appointment policy is administered to comply with all relevant laws regarding fair employment practices in the Province of Ontario, and the Employment Equity Policy of the University. The rights of individuals as set out in the *Human Rights Code of Ontario* will be upheld.

PROCEDURE

1. Whenever a new or vacant position becomes available, the Levels and Promotions Committee (LPC) reviews the position description to assign a level to the position, based solely on the position description.

2. The supervisor of a new or vacant librarian position identifies a selection panel consisting of the following:

   - the supervisor of the position (who will be the Chair of the panel), *and*
   - two other librarians holding continuing appointments in the University Library system.

   Any or all of the following may be added to the panel, as appropriate: a faculty member, a senior library manager, a non-librarian staff member, and a Human Resources Administrator.

3. An advertisement reflecting the accountabilities listed in the position description and the qualifications for the position is drafted by the supervisor and reviewed by the selection panel before advertisement.

4. Selection criteria are drafted by the supervisor and reviewed with the selection panel in preparation for the assessment of applications and interviewed candidates.

5. Interview questions are drafted by the supervisor and reviewed with the selection panel in preparation for interviews.

6. Applications are collected by the appropriate Human Resources Office. Following the deadline for the competition, all applications are reviewed by the selection panel. The most promising applications are identified through evaluation against the se lection criteria and in light of the Employment Equity policy of the University. Interviews are scheduled for these applicants.

7. After interviews are completed, the selection panel assesses all information for each candidate, and ranks the interviewed candidates in order of potential for successful performance in the position. If the panel cannot identify any candidate who in its judgement would meet or exceed the expectations for the position, the search may be extended.

8. References are checked for the preferred candidate or group of preferred candidates.

9. The selection panel reviews the information collected through the references and identifies the candidate whose name will be recommended to the University Librarian or to the Director of the Health Sciences Library & Computing Services as appropriate for appointment to the position. If the panel requires further information to reach a decision when more than one candidate is preferred, further interviews or meetings may be arranged.

10. The University Librarian or Director of the Health Sciences Library & Computing Services arranges for an offer of appointment to be made to the recommended candidate, or consults with the selection panel concerning its recommendation.

11. The LPC assigns a final level to the position, taking into account the individual's record of professional accomplishment.

BEST COPY AVAILABLE

52

12. A librarian hired from outside the current librarian employee group will be subject to a twelve-month probationary period. This period is a time of mutual appraisal to assess the working relationship. Normally, a performance appraisal should be con ducted after six months of employment. The appointment can be terminated within the probationary period if a satisfactory working relationship fails to evolve.

ORGANIZATIONAL CHANGE

In order to maintain excellence and effectiveness, library management must respond to the changing needs and new opportunities inherent in the provision of academic library service. From time to time, this may require the modification or reorganization o f work and/or positions. Multiple circumstances and situations will be encountered which will require different approaches. These will normally fall within the following three broad levels of organizational change.

A. When positions and/or work are reorganized, positions may be revised and/or expanded to include some new or different accountabilities. This flexibility will enable the Libraries to optimize the use of human resources.

B. When a position becomes redundant, the librarian in that position will be given notice according to their years of service with McMaster that their employment with the University will end. In the event that a new librarian position is created (or an existing position becomes available) within twelve months following the declaration of a redundant librarian position, the competition will be limited to librarians already holding a continuing appointment in the University Library system and the librari an who has been given notice of redundancy. The selection panel will first consider this candidate pool. If the panel is able to identify a librarian in this candidate pool who will meet or exceed the expectations for the position, that person will be r ecommended. If the panel is unable to identify such a candidate, further applicants will be sought. The librarian under notice of redundancy will compete with all other candidates on an equal basis.

C. If, in the judgement of the University Librarian or the Director of the Health Sciences Library & Computing Services, as appropriate, it is believed for good reason that a competition should not be held, s/he will consult with the LPC on the waiving of the competition. In case of a disagreement over the waiving of the competition, the parties will define a process for resolution. It is expected that a response would be made by the LPC within five working days.

Approved by Library Negotiations Committee
January 26, 1999

MUFA - pdk
January 2000

53

DRAFT FACULTY HIRING HANDBOOK - 04/1999

Faculty/Tier II Hiring PowerPoint Presentation - 07/1999

1. POLICY AND GENERAL GUIDELINES

1.1 National searches must be conducted for:

- all tenure track/tenured faculty positions
- all regular non-tenure track faculty positions

1.2 Recruitment period for all faculty searches shall be:

- minimally 60 days

1.3 Underutilizations must be determined from Affirmative Action Plan

1.4 Targeted Recruitment of Protected Classes is required for all positions

Search committees are expected to make special efforts to recruit individuals from all protected classes with particular emphasis on the underutilized category(ies). For resources, consult Recruitment Resources.

1.5 Search Committee Membership must be in accordance with the Regents' Resolution concerning diversity on committees. The committee shall include:

- at least one female and
- one minority member
- may not be the same individual

1.6 Search Coordinator must be identified

Serves as a non-voting, ex-officio member of the search committee

1.7 Administrative Support must be identified

Roles of Participants

2. RECRUITMENT AND SELECTION PROCEDURES FOR REGULAR FACULTY

2.1 FORM 1a/b – INITIATION OF THE SEARCH PROCESS: FORMS AND ACTIONS REQUIRED

Initiating Department:

- **Form 1a/b**
- **Advertisement**
- **Recruiting Plan (Recruitment Resources and sample letter)**
- **Underutilizations on Form 1**
- **Position Analysis Memorandum**
- **Charge to Search Committee**
- **Signatures required:**
  - **Search Coordinator**
  - **Hiring Officer**
  - **Appropriate Administrative Officer**

Deliver this packet to Faculty Contracts.

Faculty Contracts:

- **will assign a requisition number**
- **will approve position terminology for advertisement**
  - **All terms of the appointment must be advertised according to how the position will be filled**
  - **Where the terms of the appointment are open, the advertisement must clearly state this and must provide information about the position's possible terms.**

Faculty Contracts will transmit packet to Office of Equal Opportunity for approval.

Office of Equal Opportunity

- **will advise Faculty Contracts and department of advertisement approval**

- will provide sources for targeted recruitment
- will approve charge to search committee
- will check underutilization
- will ensure search committee is diverse
- will Contact department with approval or additional information requirements within five (5) days of receipt

2.2 FORM 2- DEVELOPING/SCREENING THE APPLICANT POOL AND SELECTION OF SEMIFINALISTS/INTERVIEWEES

Initiating Department Search Committee:

2.2.1 Receives Applications/Resumes

- The Search Chair is responsible for administrative support functions of:
  - Date stamping applications
  - Sending Voluntary Equal Opportunity Information Survey VEOIS cards, which are available from Office of Equal Opportunity) to each applicant
  - Sending Letter of Acknowledgement to each applicant
- Application materials must be submitted prior to the advertised application deadline in accordance with the directions listed in the job announcement.
- Only complete credential packages as defined by the advertisement and physically received by the advertised application deadline, shall be considered as eligible for further consideration.
- Committees may write to applicants with incomplete packages and request missing information. Must be done before closing date of search.
- Applications transmitted by FAX or electronic mail will be accepted. However, in order to be evaluated, an original application must be postmarked within 24 hours of receipt of the electronic mail or FAX copy.

2.2.2 Completes Minimum Requirement Screening

- Must be conducted by at least two (2) members of the search committee.
- Must use criteria which match those shown in ad
- Should send letter to all candidates who did not proceed to next level

2.2.3 Requests Pool Diversity Report Following Minimum Requirement Screening

- VEOIS cards completed by applicants are returned to Office of Equal Opportunity for entry into a database.
- From this database, Office of Equal Opportunity will provide a report showing pool demographic information two weeks following the closing date of the search or upon receipt of Form 2 VEOIS from department.
- Pool demographics should mirror pool availabilities as shown in Affirmative Action Plan

2.2.4 Completes Desirable Qualification Screening

- Must be conducted by at least three (3) members of the search committee
- Must use criteria which match those in ad
- If numerical matrix has been used, results must be tabulated and included with Form 2
- If ranking or voting are used, results of each step must be summarized and included with Form 2
- If discussion forms the basis for inclusion or elimination of candidates, this information must be summarized and included with Form 2.
- Members of protected groups who have self identified on the VEOIS Report must be given another look to ensure thorough and fair review during the second level screening. For those candidates whose gender/ethnicity is known by the search committee, another look should also be given.

2.2.5 Completes the Form 2/Applicant Pool Listing

- Prepared under direction of search committee chair
- Must include all applications received up to position closing date
- If continuous recruitment was used, all applicants who have applied up to the date selection process begins must be included
- Must show names and addresses of all applicants
- Must note date VEOIS cards were sent
- Must note whether each candidate is bona fide (has met minimum requirements)
- May use reason codes. However, if numerical, ranking, voting , or discussion of candidates (see above) formed the basis for exclusion or inclusion of candidates, either a summary or backup information should be provided.
- Affirmative Action Considerations: The committee shall provide an analysis of how protected group members were treated, paying particular attention to the groups underutilized for this position. Those who either self-identified as or are known to be members of protected classes should be discussed in this analysis.
- Must designate semifinalists/interviewees
- Must include resumes/curricula vitae for all semifinalists/interviewees and protected class applicants as

shown on the VEOIS report
- Interviewees (telephone and onsite) must be approved by Office of Equal Opportunity prior to contacting applicants (Confidentiality Policy)
- Signatures required:
  - Search Coordinator
  - Hiring Officer
  - Appropriate Administrative Officer
- Reference Checks
  - May be conducted for listed references
  - Permission required to check all others
  - Office of Equal Opportunity recommends that applicants be asked to give written permission to contact references, this consent being the ultimate defense in a defamation charge. Refer to Permission to Check References Form
  - Information received in the context of reference checks must go only to those with a need to know, e.g. search committee, hiring officer, Office of Equal Opportunity, Legal Counsel.
  - Professional References – Any information presented by either a search committee member or an individual external to the search committee must be presented in the form of a written document if the information is to be used in consideration of the candidate. This document is placed in the search file.
  - Only information presented officially (reference checks and professional references) may be used to assess candidates.
- Interviews
  - Must submit interview itinerary for approval by Office of Equal Opportunity
  - Completes interview arrangements with selected and approved candidates
  - Each candidate must be ensured the same interview procedure and questions

Deliver this packet to Office of Equal Opportunity after Dean's Office has signed.

Office of Equal Opportunity:

- will provide pool diversity report VEOIS Report approimately 10 days after search has closed upon request from department
- will contact department with approval or additional information requirements within ten (10) days of receipt. This is the maximum turnaround time.
- Will meet with departments upon request if expedited approvals are needed.

Initiating Department:

Notifications to Applicants

- Those applicants not meeting minimum requirements may so advised following minimum requirement screening. (Sample letter).
- Those applicants who have not moved forward to the semifinalist/interviewee list should be notified before onsite interviews are conducted. (Sample letter)
- Some committees/hiring officers prefer to delay notifications until an offer has been made and accepted this allows them to look further into the pool should the selected candidate not accept an offer.

2.3 FORM 3 – COMPLETING THE HIRING PROCESS-REQUEST TO EXTEND JOB OFFER

Initiating Department:

- Hiring Officer submits Form 3 to the Search Coordinator when the Hiring Officer has identified his/her choice.
- Must include an analysis of why the candidate was selected and why the other interviewees were ranked lower
- Must include an explanation of how the proposed hire satisfies the objectives of the Position Description
- Must include resume or curriculum vitae of selected candidate
- Must include a copy of the proposed or approved offer letter

Deliver this packet to Faculty Contracts.

Faculty Contracts:

- will approve offer letter
- Sign Form 3 (with attachments)

Faculty Contracts will transmit to Office of Equal Opportunity for final review and approval.

Office of Equal Opportunity: 56

- Upon Office of Equal Opportunity approval, the Hiring Officer contacts the chosen candidate and conveys the details of the offer.
- will respond to the Hiring Office within five (5) working days of receipt of the hiring request.
- will meet with departments upon request if expedited approvals are needed

2.3 FORM 4 – REQUEST TO DEVIATE FROM THE PRESCRIBED SEARCH PROCESS

- Form 4 is prepared by the Hiring Unit in those occasional circumstances when the Search Committee determines it is necessary to deviate from the prescribed process.
- Hiring Unit must check reason for deviation request
- Hiring Unit must provide a memorandum of explanation
- Hiring Unit must route to appropriate administrative officer for transmittal to Faculty Contracts Office who will forward it to Office of Equal Opportunity
- Office of Equal Opportunity will respond to request within five (5) working days of receipt.

2.4 FORM 5 – REQUEST FOR ALTERNATIVE APPOINTMENT

- Form 5 is prepared by the Hiring Unit in those rare circumstances when the full search process is not possible, practical or applicable
- Allowable categories are shown on the Form 5
- Appropriate reason must be checked on form by Hiring Unit
- Complete explanation (to include affirmative action considerations) of circumstances surrounding the request must be included.
- Request must be submitted to Faculty Contacts for assignment of requisition number and verification of position
- Office of Equal Opportunity analysis of the request will include a comparison of the Hiring Unit's utilization for women and minorities based on the appropriate availability data.
- Office of Equal Opportunity will respond to the hiring department within five (5) working days of receipt.

2.5 LIMITED COMPETITIVE SEARCHES

- May be used for very specialized hard-to-fill positions
- Very few potential candidates for such positions
- Hiring Office (after consulting with with the Office of Equal Opportunity) should contact all individuals known to perform the specialized functions
- Hiring Office should submit Forms 1a/1b, 3 and a rationale listing all individuals contacted and explaining how the individual selected was chosen
- Packet must be submitted to Faculty Contracts Office who will transmit it to Office of Equal Opportunity

2.6 INTERNAL COMPETITIVE SEARCHES

- These are primarily limited to high level positions where an interim replacement is needed sooner than a search can be completed
- A screening committee is recommended but not required (if used it must include a female and a minority)
- Potential internal pools must be diverse (Office of Equal Opportunity will verify this)
- Hiring Office should submit Forms 1a/1b, 3 and a rationale listing all individuals contacted and explaining how the individual selected was chosen
- Packet must be submitted to Faculty Contracts Office who will transmit it to Office of Equal Opportunity

2.8 CONTINUAL SEARCHES

- Approved for hard-to-fill positions
- For positions where turnover is above average
- Departments must advertise at least twice a year
- Each time a hiring occurs, an updated pool analysis must be submitted
- One to three-year pools are permitted depending on department needs
- Hiring Office must submit to Faculty Contracts who will transmit to Office of Equal Opportunity:
    - Form 1a/b for initiation of search
    - Updated Form 2 (applicant pool analysis) each time a hiring occurs
    - Form 3 each time a hiring occurs

3. TEMPORARY/PART-TIME RECRUITMENT AND SELECTION PROCEDURES

3.1 PRINCIPLE AND GENERAL GUIDELINES

- All temporary, part-time faculty positions must be filled competitively
- They are not subject to the full search requirements of regular faculty
- University of New Mexico is required to list with the New Mexico Department of Labor:
    - all positions of greater duration than three days
    - less than $25,000 per year
    - a competitive process puts instructors that are rehired year after year on notice :

- that their status is temporary part-time
- even if they are hired year after year, this does not confer regular employee status to them

- Office of Equal Opportunity reviews temporary/part-time hires on a post-hire auditing basis
- Departments may hire temporary/part-time directly without waiting for Office of Equal Opportunity approval Therefore, temporary/part-time faculty may be placed directly on the payroll
- Applicant pools established starting with summer session hires and maintained for an academic year through fall and spring hires

3.2 ADVERTISING AND RECRUITMENT: FORMS AND ACTIONS REQUIRED

Initiating Department:

- Prepares advertisement
  - Must clearly state that selections will be made for summer, fall, and spring semesters from this pool.
  - Placed locally at least two separate times during the same 12-month period for that pool
    - Recruitment period must last for a minimum of 30 days and advertisements must run twice over a two-week period (4 times per year)
    - Targeted Recruiting must be conducted for all temporary, part-time vacancies. This may be accomplished by mailing out recruitment notices with a copy of the posting/advertisement to the appropriate local minority organizations OEO Home Page
  - May just list the areas of study for which instructors are sought
- Search Coordinators must send a copy of the advertisement approved by Faculty Contracts and Office of Equal Opportunity to the NM Department of Labor at the following address:

  Rio West Labor Service Center
  P.O. Box 44276
  Rio Rancho, NM 87174
  ATTN: Phyllis Vigil, Employment Representative

Continuing Education and Branch Campuses

- Temporary, part-time hires for Continuing Education (CE), Community Education or Branch Campuses where proposals for courses are selected with instructors attached, may be handled differently
- Since Continuing Education and some branch campus courses are selected based on content, and the instructor is part of the course proposal, CE and/or the branches must be able to demonstrate targeted proposal recruiting was conducted and thus, there was an equal opportunity to submit proposals to Continuing Education or the branches
- If a credit course is offered through CE, the unit offering the course will be responsible for the appropriate advertising
- Targeted recruiting requires notifying special interest groups of the opportunity to, and procedure for, submitting proposals to Continuing Education and the branches, and advertising that information in widely circulated publications

Procedures

- Applicants complete a Temporary Part-time Application OEO Home Page
  - Includes perforated portion with voluntary affirmative action information
  - This portion will be separated from the actual application and the information will be compiled by the hiring unit and used to complete
  - VEOIS Data for temporary/part-time pools will be maintained by Department Administrative Offices who will maintain pool demographic information and ensure that it is up to date at all times
- Department Chair
  - May or may not use a search committee. If used, it must have a woman and a minority in its membership. (Office of Equal Opportunity recommends the use of a committee)
  - May screen the applicants and select the most qualified applicants in consultation with faculty with appropriate expertise
  - Chair must consult with the Search Coordinator regarding the adequacy of justification and treatment of women and minorities including an adverse impact analysis
- Hiring Unit
  - Must maintain documentation regarding the selection process, a brief description of persons selected, a description of the treatment of individuals in protected classes and the CVs of the persons selected and of persons of protected classes
  - This documentation need not be submitted to the EOP office unless there is adverse impact
  - The Hiring Unit must maintain the information for a period of 5 years
  - T Form 1a/1b must be completed and submitted to Office of Equal Opportunity for each semester (summer, fall, and spring) that the department will be hiring temporary, part-time faculty
    - The form is to be completed for each discipline area* within the entire college/department, not for each individual course
    - Applicant pool must include all applicants and bona fide applicants up to the date the selection process begins
    -

58

- T Form 1a/1b must be completed (with Form 1a) submitted to Office of Equal Opportunity
  - This form lists all persons selected
  - Gender and ethnicity information will be completed by the hiring unit (obtained from the VEOIS portion of the Temporary Part-time Application.) If the applicant does not supply this information, leave these columns blank; DO NOT GUESS.
  - When a candidate is selected and adverse impact has occurred, attach a memo of justification along with the CVs of the persons selected and of the persons in protected classes.

- Definitions
  - "Discipline" as provided on T Form 1a will be determined by the department. As a guideline, applicant pools per discipline should range between 20 and 60 applicants. Pools greater than 60 should be divided into smaller subdisciplines.
  - For these purposes, "Branch Campuses" is interpreted to mean all institutional sites not on main campus.
- Search Coordinator must approve the selection process

Exceptions

- Regular contract faculty and Emeriti faculty may be hired to teach any additional course within their academic department without going through a competitive process.
- Temporary, part-time instructors who are not paid are not employees of the University and thus, are not subject to a competitive process.
- Temporary, part-time instructors who are paid, but only give a few lectures as part of a team-taught course, do not have to be selected through a competitive process if they work three days or less per semester. For temporary/part-time instructor purposes, one hour or more of instruction is equal to one day of work.
- If a vacancy unexpectedly occurs or if a new course is unexpectedly added within thirty days prior to the start of the semester, Form 5 – Alternative Hiring Form should be submitted in accordance with instructions provided.
- The corresponding regular contract faculty forms must be submitted in those circumstances where there will be a deviation or alternative hiring requested.

CHECK LIST FOR FORM SET 1 - Request to Initiate Faculty Hiring Process (5 day turnaround)

* 1. Form 1a: Request to Initiate Faculty Hiring Process
* 2. Form 1b: Recruitment Methods
* 3. Position Analysis Memorandum
Minimum Requirements
Selection Criteria/Desirable Qualifications
Affirmative Action Objectives
* 4. Recruitment mailing lists
* 5. Names, dates, issues of publications where vacancy will be advertised

CHECK LIST FOR FORM SET 2 - Applicant Pool Listing Including Semifinalists/Interviewees (10 day turnaround)

* 6. Form 2 VEOIS: VEOIS information request
* 7. Form 2: Applicant Pool Listing Including Semifinalists/Interviewees
* 8. Identification of bonafide and non-bonafide applicants
* 9. VEOIS cards sent and date noted on form
* 10. Reason codes for non-selection of bona fide candidates
* 11. Identification of applicants selected as semifinalists and/or interviewees
* 12. Written documentation to include the qualifications of all semifinalists/interviewees and/or composite ranking sheet
* 13. Attach curricula vitae for all semifinalists/interviewees and known protected class applicants
* 14. Description of Affirmative Action Considerations especially with respect to the underutilized category(ies)
* 15. Sample screening and selection forms
* 16. Proposed interview itineraries

CHECK LIST FOR FORM 3 - Request to Extend Job Offer (5 day turnaround)

* 17. Form 3: Request to Extend Job Offer
* 18. Analysis of final selection process: Give an explanation as to why the successful candidate is the best qualified for this position. Provide a rationale as to why the other interviewees were not selected. Describe Affirmative Action considerations for non-selection of interviewees from protected classes.
* 19. Copy of proposed letter of offer, which is subject to review by the Provost's Office, and the candidate's CV.
* 20. At School of Medicine (SOM) attach a completed SOM-1 Form and two (2) copies of the candidate's CV.

CHECK LIST FOR FORM 4 - Request to Deviate from Prescribed Search Process (5 day turnaround)

* 21. Form 4: Request to Deviate from Prescribed Search Process
* 22. Attach a memorandum referencing the J.R.# which provides a detailed explanation for request.

CHECK LIST FOR FORM 5 - Request for Alternative Hiring (5 day turnaround)

* **23. Form 5: Request for Alternative Hiring**
* **24. Justification Memorandum**
  Complete explanation of circumstances surrounding request
  Analysis of Affirmative Action Considerations
  Discussion of Hiring Units Utilization of women and minorities
* **25. Completed FORM 3 (Request to Extend Job Offer)**
* **26. Copy of <u>proposed</u> letter of offer which is subject to review by the Provost's Office and a copy of the candidate's CV.**
* **27. At SOM, in lieu of the Contract Memorandum, attach a completed SOM-1 Form and two (2) copies of the candidate's CV.**

Interview Questions

Interview Questions
Director of Library Services for Distance Education

Candidate:_____ Date:_____

Interviewer:_____

Provision of Services

1. What do you consider to be the major challenges and issues associated with providing library services to distance education students? How would you begin to deal with these issues?

2. How would you balance a demand for limited resources (e.g., only one or two copies of a title) by users in multiple locations?

3. What are some things a person in this position might do to help remote users balance the "inequity" of simply not being able to browse the collection, leaf through a journal, etc.?

4. Please describe your experience in delivering instruction to library users, including any remote users. What are some effective ways to provide instruction to remote users?

5. What are some possible ways to provide timely reference service to remote users?

6. This position involves coordinating and supporting distance education service needs among four campuses. Some needs are shared, and some may be unique to a particular campus. How would you approach and balance the differences in terms of decision-making?

7. How would you begin to establish good working relationships with the different UH System libraries? What would be your initial expectations in regard to the responsibilities of the participating UH libraries?

8. How will you establish a presence for yourself and the library at the various remote sites given the fact that you will not be on-site except for occasional visits?

Background/Experience

9. What kind of working relationship have you had with teaching faculty? What challenges have you encountered in working with faculty [or what do you believe the major challenges would be]?

10. Please describe your experience in or knowledge of authoring and maintaining web pages.

11. What is your experience with or knowledge of electronic books? Are you familiar with netLibrary?

12. Please describe your experience in or knowledge of interlibrary loan and document delivery.

13. Please describe your experience in coordinating the efforts of others. What works? What doesn't?

14. Describe a way you have improved the organization of a system or task at your present job.

15. Give me an example of a difficult decision you had to make at your last job. How did you solve it? Why did you choose this method rather than another solution?

16. What do you consider your three biggest career achievements? Why did you pick those?

Issues of the future

17. What is your vision of the future of distance learning, and what should the library's role be?

18. What changes do you foresee in technology utilized in distance learning, and how would you adapt library support?

19. How do you keep up with the changing technologies in the library field?

20. What personal or professional goals do you still want to achieve?

21. What do you see as the biggest difficulty in this job? How would you minimize it?

22. What do you see as the biggest opportunity in this job? How would you maximize it?

Work environment

23. What is it like to work with you? How would your colleagues describe you?

24. When, in the past, have you ever found it important to disagree with your boss? How did you approach her or him, and what was the result?

25. If faced with conflict in a job situation, how do you prefer to deal with it? Please describe a specific situation and how you handled it.

26. How do you like to be managed? What are your expectations of your supervisor?

27. What are your expectations of your co-workers?

28. What factors contribute to job stress? How do you deal with these?

Philosophy/Librarianship

29. Do you have a philosophy of public service? How would you characterize it?

30. Why did you choose the library profession? What rewards does it give you? Why do you stay in it?

31. Please tell me a great idea you have seen in the field of librarianship recently. Why was it unique?

Wrap-Up

32. What questions do you have for us?

INTERVIEW QUESTIONS

A LIST OF TESTED QUESTIONS

- WARM-UP QUESTIONS
- WORK HISTORY
- JOB PERFORMANCE
- EDUCATION
- CAREER GOALS
- SELF-ASSESSMENT
- CREATIVITY
- DECISIVENESS
- RANGE OF INTERESTS
- MOTIVATION
- WORK STANDARDS
- LEADERSHIP
- ORAL PRESENTATION SKILLS
- WRITTEN COMMUNICATION SKILLS
- FLEXIBILITY
- STRESS TOLERANCE
- STABILITY & MATURITY
- INTEREST IN SELF DEVELOPMENT

WARM-UP QUESTIONS

- What made you apply for this position?
- How did you hear about this job opening?
- Briefly, would you summarize your work history & education for me?

WORK HISTORY

- What special aspects of your work experience have prepared you for this job?
- Can you describe for me one or two of your most important accomplishments?
- How much supervision have you typically received in your previous job?
- Describe for me one or two of the biggest disappointments in your work history?
- Why are you leaving your present job? (or, Why did you leave your last job?)
- What is important to you in a company? What things do you look for in an organization?

JOB PERFORMANCE

- Everyone has strengths & weaknesses as workers. What are your strong points for this job?
- What would you say are areas needing improvement?
- How did your supervisor on your most recent job evaluate your job performance? What were some of the good points & bad points of that rating?
- When you have been told , or discovered for yourself , a problem in your job performance, what have you typically done? Can you give me an example?
- Do you prefer working alone or in groups?
- What kind of people do you find it most difficult to work with? Why?
- Starting with your last job, tell me about any of your achievements that were recognized by your superiors.
- Can you give me an example of your ability to manage or supervise others?
- What are some things you would like to avoid in a job? Why?
- In your previous job what kind of pressures did you encounter?
- What would you say is the most important thing you are looking for in a job?
- What are some of the things on your job you feel you have done particularly well or in which you have achieved the greatest success? Why do you feel this way?
- What were some of the things about your last job that you found most difficult to do?
- What are some of the problems you encounter in doing your job? Which one frustrates you the most? What do you usually do about it?
- What are some things you particularly liked about your last job?
- Do you consider your progress on the job representative of your ability? Why?
- How do you feel about the way you & others in the department were managed by your supervisor?
- If I were to ask your present (most recent) employer about your ability as a_____, what would he/she say?

EDUCATION

- What special aspects of your education or training have prepared you for this job?
- What courses in school have been of most help in doing your job?

CAREER- GOALS

- What is your long-term employment or career objective?
- What kind of job do you see yourself holding five years from now?
- What do you feel you need to develop in terms of skill & knowledge in order to be ready for that opportunity?
- Why might you be successful in such a job?
- How does this job fit in with your overall career goals?
- Who or what in your life would you say influenced you most with your career objectives?
- Can you pinpoint any specific things in your past experience that affected your present career objectives?
- What would you most like to accomplish if you had this job?
- What might make you leave this job?

SELF-ASSESSMENT

- What kind of things do you feel most confident in doing?
- Can you describe for me a difficult obstacle you have had to overcome? How did you handle it? How do you feel this experience affected your personality or ability?
- How would you describe yourself as a person?
- What do you think are the most important characteristics & abilities a person must possess to become a successful ( )? How do you rate yourself in these areas?
- Do you consider yourself a self-starter? If so, explain why (and give examples)
- What do you consider to be your greatest achievements to date? Why?
- What things give you the greatest satisfaction at work?
- What things frustrate you the most? How do you usually cope with them?

CREATIVITY

- In your work experience, what have you done that you consider truly creative?
- Can you think of a problem you have encountered when the old solutions didn't work & when you came up with new solutions?
- Of your creative accomplishments big or small , at work or home, what gave you the most satisfaction?
- What kind of problems have people recently called on you to solve? Tell me what you have devised.

DECISIVENESS

- Do you consider yourself to be thoughtful, analytical or do you usually make up your mind fast? Give an example. (Watch time taken to respond)
- What was your most difficult decision in the last six months? What made it difficult?
- The last time you did not know what decision to make, what did you do?
- How do you go about making an important decision affecting your career?
- What was the last major problem that you were confronted with? What action did you take on it?

RANGE OF INTERESTS

- What organizations do you belong to?
- Tell me specifically what you do in the civic activities in which you participate. (Leading questions in selected areas. i.e. sports, economics, current events, finance.)
- How do you keep up with what's going on in your company / your industry/ your profession?

MOTIVATION

- What is your professional goal?
- Can you give me examples of experience on the job that you felt were satisfying?
- Do you have a long & short-term plan for your department? Is it realistic?
- Did you achieve it last year?
- Describe how you determine what constitutes top priorities in the performance of your job.

WORK STANDARDS

- What are your standards of success in your job?
- In your position, how would you define doing a good job? On what basis was your definition determined?
- When judging the performance of your subordinate, what factors or characteristics are most important to you?

LEADERSHIP

- In your present job what approach do you take to get your people together to establish a common approach to a problem?
- What approach do you take in getting your people to accept your ideas or department goals?

- What specially do you do to set an example for your employees?
- How frequently do you meet with your immediate subordinates as a group?
- What sort of leader do your people feel you are? Are you satisfied?
- How do you get people who do not want to work together to establish a common approach to a problem?
- If you do not have much time & they hold seriously differing views, what would be your approach?
- How would you describe your basic leadership style? Give specific examples of how you practice this?
- Do you feel you work more effectively on a one to one basis or in a group situation?
- Have you ever led a task force or committee or any group who doesn't report to you, but from whom you have to get work? How did you do it? What were the satisfactions & disappointments? How would you handle the job differently?

ORAL PRESENTATION SKILLS

- Have you ever done any public or group speaking? Recently? Why? How did it go?
- Have you made any individual presentations recently? How did you prepare?

WRITTEN COMMUNICATION SKILLS

- Would you rather write a report or give a verbal report? Why?
- What kind of writing have you done? For a group? For an individual?
- What is the extent of your participation in major reports that have to be written?

FLEXIBILITY

- What was the most important idea or suggestion you received recently from your employees? What happened as a result?
- What do you think about the continuous changes in company operating policies & procedures?
- How effective has your company been in adapting its policies to fit a changing environment?
- What was the most significant change made in your company in the last six months which directly affected you, & how successfully do you think you implemented this change?

STRESS TOLERANCE

- Do you feel pressure in your job? Tell me about it.
- What has been the highest pressure situation you have been under in recent years? How did you cope with it?

STABILITY & MATURITY

- Describe your most significant success & failure in the last two years.
- What do you like to do best?
- What do you like to do least?
- What in your last review did your supervisor suggest needed improvement?
- What have you done about it?

INTEREST IN SELF DEVELOPMENT

- What has been the most important person or event in your own self development?
- How much of your education did you earn?
- What kind of books & other publications do you read?
- Have you taken a management development course?
- How are you helping your subordinates develop themselves?

Web site Designing & Hosting by WEBLINK PERIPHERALS (I) PVT. LTD.

Libweb | IUCAT | IUB Home | Ask a librarian | Search libweb

URL:http://www.indiana.edu/~libpers/interview.htm!
Comments: sleaster@indiana.edu
Copyright 1997, The Trustees of Indiana University

Interview questions for the candidates for the position of:
Instruction Coordinator and Economics Subject Specialist, Dewey Library

1) Could you briefly tell us about yourself?

2) Why are you interested in this position and what excites you about it?

3) In what type of working environment are you most effective?

4) How would your colleagues describe you?

5) What do you enjoy most in your present job and what do you find most challenging?

6) What's a good day at work for you?

7) What has been your most important accomplishment in your present job?

8) Tell us about your instruction experience, including what you consider your most effective library-related instructional session.

9) What makes for an effective instructional program?

10) This position has a coordinating role without any kind of formal authority or supervisory responsibility. Do you have experience in similar situations? What do you see as the challenges? How do/would you motivate staff?

11) What do you see as the future of library instruction in general?

12) Have you had any experience in measuring service effectiveness?
If so, please describe. Or if not, what are your thoughts about it?

13) Describe how your education or your collection development experience might help you as the economics subject specialist here.

14) Describe your experience in initiating contact with faculty or staff researchers? What would be some of your strategies for outreach to faculty and graduate students in your department?

15) Can you give an example of a group decision you were involved in recently and what did you do to help the group reach the decision?

16) What is your strategy for dealing with competing priorities?

17) Tell us about a challenging work relationship you have had and what you did to make it work.

18) Describe a decision that you have made that you wish you could make over.

19) How do you view the librarian's role in the academic community?

20) How do you keep up-to-date with changes in librarianship and in library technology?

21) Describe your experience in outside professional activity. What level of significance to you attach to these types of activities in your own personal development? Other benefits?

22) Tell us about one or two of your recent personal development goals and what steps you took or are taking to make progress on them.

For the last session of the day:

BEST COPY AVAILABLE

23) What do you see as the opportunities and challenges of this position?

24) How does this position fit into your career goals?

25) What would you hope to accomplish in your first month? In your first year?

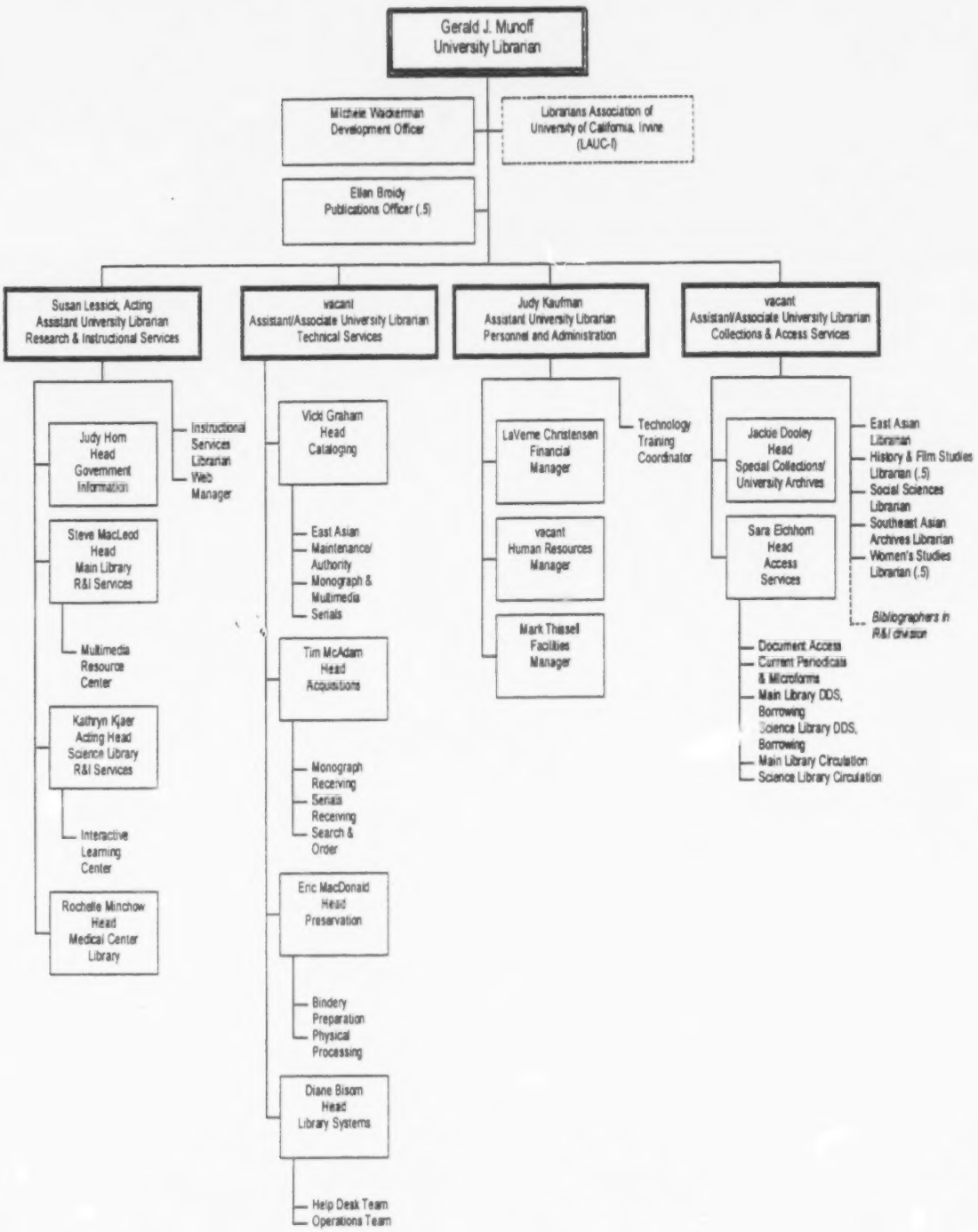
26) What skills or characteristics do you have that you feel would be especially useful if you were the successful candidate for this position?

27) Is there anything that surprised you about the interview? MIT?

28) Is there a question we didn't ask for which you had prepared an answer or is there something you'd like us to know that perhaps we did not ask.

Collateral Information Supplied to Candidates

UCI LIBRARIES
January 2000



74

BEST COPY AVAILABLE

UCI LIBRARIES REIMBURSEMENT GUIDELINES FOR CANDIDATES FOR LIBRARIAN POSITIONS

The UCI Libraries will reimburse for the following costs:

1. Round-trip air fare at the lowest rate provided by the University travel agency; if a candidate drives his/her own automobile, mileage incurred will be reimbursed at the University rate, but not to exceed the round trip air fare allowed.

2. Out of pocket local transportation expenses not to exceed $50.00.

3. For interviews requiring overnight stay, room and tax expenses for single-person lodging at a hotel to be reserved by the UCI Libraries Payroll/Personnel Office. The maximum length of stay will not exceed four nights for candidates required to stay over a Saturday for interviews scheduled for Monday and Tuesday.

4. Meal expenses for non-scheduled times during the "interview" period at the per diem rate set by the University. Presently the rates are: Breakfast = $10.00, Lunch =$20.00 and Dinner = $40.00.

List of items in
Candidate Information Packet
(Front to Back)

Left Pocket	Right Pocket
Cover Letter	*This is NC State* brochure
Interview Schedule	Apt. & Real Estate guide
Flight Information if Applicable	Raleigh Map
Expenses Worksheet	Campus Map
Stamped, Addressed Envelope	
Libraries Mission Statement	List of Useful Web Sites
Libraries Vision Statement	Benefits Summaries
Libraries Statement of Organizational Values	Health Care Options
	Choosing a Retirement Program
	Money Magazine Article
Libraries Fact Sheet	
	Fortune Magazine Article
Organizational Charts --Organization Overview --Department(s)	*Independent* (weekly: events, etc)
	Technician (student paper)
Libraries Staff Bulletin	
Libraries Monthly Newsletter	
Libraries *Focus*	

Revised 12/20/99

I. Information for Candidates Interviewed

Materials to be mailed to candidates prior to the interview

A. A central packet of information is prepared and distributed by the University Libraries Personnel Office including the following:

1. University Library Policy with Respect to the Appointment and Promotion of Library Faculty
2. Copy of the applicable Academic Position Profile
3. Copy of the latest Agenda
4. Faculty Benefits Program Information brochure
   http://dps.rutgers.edu/benefits/faccont.htm
5. Rutgers University Libraries system organization chart
6. New Jersey map, campus maps
7. The University Librarian's latest annual report
8. Travel Policy
9. Short Research Assignment Application Guidelines
10. RUL Homepage Information
    http://www.libraries.rutgers.edu/
11. The New Jersey Municipal Data Book

B. Some suggestions for additional local materials which may be added to the central packet:

1. Copy of latest issue of local campus newspaper
2. Local unit organization chart
3. Latest annual report from unit (may also include appropriate section annual report, e.g. reference, circulation, technical services, etc.)
4. Relevant college or program catalogs
5. Other documents that relate to specific positions

77

Announcement of Candidate Presentations

MAKING CONNECTIONS

UNIVERSITY LIBRARIES REPORT

UNIVERSITY OF COLORADO AT BOULDER

VOLUME 23
NUMBER 1

JANUARY, 1999

Colorado
University of Colorado at Boulder

PERSONNEL NEWS

Janelle Corbean's and **Ryan Wolfrum's** Information Technology Technician II positions in the Systems Department have been reallocated to Information Technology Professional I positions effective 07 January.
Rani Machoi's position as Information Technology Professional I in the Systems Department has been reallocated to Information Technology Professional IV effective 07 January.
Ilene Raynes returns from leave to her Library Technician II position in Acquisitions effective 19 January.
Scott Seaman is on sabbatical effective 16 January through 31 May.
John Culshaw will be Acting Associate Director for Administrative Services during this time.
Patricia Wallace returned from sabbatical effective 09 January.
Lu Ann Wright has accepted a temporary increase from fifty to seventy-five percent in her appointment as instructor in Interlibrary Loan effective 07 December.

VACANT POSITIONS

Cataloger, Monographs--Cataloging Department
Head of Copy Cataloging and Outsourcing--Cataloging Department
Library Technician II--Acquisitions
Library Technician II--Music Library
Map Librarian--Earth Sciences Library
Preservation Librarian--Preservation Department
Reference/Instruction Librarian--Central Reference Department
Science Librarian--Science Library (Interviews being scheduled)

INTERVIEWS FOR HEAD OF COPY CATALOGING/OUTSOURCING AND CATALOGER, MONOGRAPHS

The following interviews have been scheduled:

Virginia Inness, Head of Copy Cataloging/Outsourcing--Monday, February 15
Debra Wynn, Head of Copy Cataloging/Outsourcing and Cataloger, Monographs, Monday and Tuesday, February 22-23
Patricia Rader, Cataloger, Monographs, Monday, March 1
Brian Frykenberg, Cataloger, Monographs, Monday, March 8

Everyone is invited to attend the candidate presentations scheduled from 11:00 a.m. to 12:00 noon in N410 on the days of the interviews. Packets on the candidates will be distributed to the faculty and the Cataloging Department staff.

KUDOS

Maryel Owens, of CTRC, was honored in a great article in the November 15, 1998 issue of the Daily Camera. The article outlines her volunteer efforts at the Boulder Valley Humane Society. Owens spends a few hours each weekend at the shelter as a "Dog Exercise Partner," playing with, exercising and loving the shelter's overflow of residents.

Bertrall LeNarado Ross, a CU Boulder senior honors student, has won a prestigious British Marshall Scholarship, which will sponsor several years of advanced study at a university in the United Kingdom. Ross is one of only 40 students in the United States to receive the scholarship this year. His other academic achievements include a $30,000 Woodrow Wilson Fellowship for graduate study, summa cum laude and dean's list designations, membership in Phi Beta Kappa and the presidency of Sigma Iota Rho, the International Affairs Honor Society. Ross is the fourth CU student to win a Marshall.
Ross also worked in the Norlin mailroom for three and a half years before he accepted an internship last Christmas.

BEST COPY AVAILABLE

August 25, 1999

Name
Address

Dear Colleague:

On behalf of the Latin American and Iberian Bibliographer search committee in the Academic Affairs Library, I invite you to attend the presentation and reception portion of the interviews for the Latin American and Iberian Bibliographer. In addition, we welcome anyone interested in meeting the candidates to attend the presentation and reception.

Enclosed is a packet containing information on campus parking, the position, interviews, and candidates. We have scheduled the presentations in the Pleasants Family Assembly Room in Wilson Library.

We hope that you are able to attend as many candidate presentations as your schedule allows. *John Rutledge, Chair of the Latin American Bibliographer search committee is away the week after interviews conclude.* I encourage you to share your comments and candidate assessments with Gordon Rowley, University Bibliographer and Head, Collection Development by **Wednesday, September 22nd**. You may telephone him at (919) 962-1095 or write an email to <Gordon_Rowley@unc.edu >. Please telephone me if you have questions.

Regards,

Mari E. Marsh
Personnel Librarian

Enclosures

cc: Gordon Rowley
John Rutledge

Sample announcement (to all faculty and staff) of presentation:

Good morning everyone,

As Chair of the Search Committee for the (position), I would like to invite you to a presentation by our first candidate, (Name, Current Title & University or Company). The topic is (title of topic given to the candidate) and will be presented in the (location), (day, date and time).

Two other candidates will be interviewed, one on (date) and the other on (date). I will be sending you detailed announcements shortly. You will find an evaluation form attached . Please send your feedback for all candidates to me no later than (date). Thanks very much for your help.

Forms to Evaluate or Rank Candidates

Map Librarian Search Evaluation Sheet

Evaluator:
Candidate:
Library School: Year of Graduation: Undergrad Degree: Graduate Degree:

Required: Must be yes to all to be considered for the position

	Yes	No
ALA Degree		
Experience w/maps in Higher ED		
Computer/Electronic Resources		
Oral/Written Communication Skills		
Potential for Reearch		
Commitment to Public Service		

Weighted Requirments and Preferences:

	Weight:	High =3	Ave. =2	Low =1	None =0	Totals
		4+ yrs	2-3 yrs	1 yr		
Cataloging Experience (maps a plus)	4x					
Experience/Education w/Map Collection	4x					
Electronic Resources/Internet	4x					
Supervision	2x					
Experience in Research Library	2x					
GIS Experience	3x					
Gov. Pubs. Experience/Education	2x					
Digital Spatial Data	2x					
Collection Development Exp/Ed	2x					
Degree in Geol., Geog., or Cartography (counts as "high")	3x					

Grand Total

Comments:

Individual Applicant Review

INSTRUCTIONAL TECHNOLOGIST (TWIST)

Applicant Name:	(3) Seriously Consider
Current Position:	(2) Consider
Institution/City/State:	(1) Do Not Consider
Reviewer Name:	

REQUIRED QUALIFICATIONS	Not Qualified	Marginal	Qualified	Extremely Qualified
Bachelor's degree in instructional design or related area.				
Knowledge of current software, hardware, and equipment used in web page development;				
Demonstrated ability to work in team-based environment with diverse staff and faculty;				
Expertise in application of networked information resources and web page creation;				
Excellent interpersonal, oral, and written communication skills;				
Ability to undertake concurrent multiple tasks.				

PREFERRED QUALIFICATIONS	Not Qualified	Marginal	Qualified	Extremely Qualified
Master's degree in instructional design or related area.				
Knowledge of development and operation of common computer and network-based instructional materials including computer conferencing, multimedia, and desktop video.				

Affirmative Action Rating: _____

1. Met all basic and desirable qualifications
2. Met all basic and some desirable qualifications
3. Met all basic, but no desirable qualifications
4. Met some basic and some desirable qualifications
5. Met some basic, but no desirable qualifications
6. Met neither basic nor desirable qualifications

COMMENTS:

BEST COPY AVAILABLE

University of Iowa Libraries
Individual Applicant Review

INSTRUCTIONAL TECHNOLOGIST (TWIST)

Applicant Name:

Education:

Work Experience:

Leadership:

Administrative Experience:

Other:

THE UNIVERSITY OF MICHIGAN
SELECTION CRITERIA
for
Instructional, Primary Research,
Librarian, Curator and Ungraded
Academic Administrative Positions

For Employment Office Use		
	Goals:	
Dept.	Fem.	Min.
Posting No.		
Date		

Title of Position to be filled Engineering Librarian

School, College, Division University Library

Department Name Media Union Department Number 4740

MINIMUM QUALIFICATIONS

Below list the minimum qualifications necessary for this position. These should be the same as those listed under "Necessary Qualifications" on the Notification of Open Position Form (#36500) submitted for this position.

Please see attached.

SELECTION CRITERIA

List below selection criteria which will be used to assess applicants for this position. Attach additional sheets if necessary. (Criteria need not be listed in any specific order.) Also indicate the way(s) in which each criterion will be measured (interview, reference, resume, publication, etc.). See Selection Criteria Guidelines on reverse side.

SELECTION CRITERIA	HOW MEASURED/DEMONSTRATED
(1) Amount & relevance of previous library experience and education	resume, references, interview
(2) Degree of demonstrated commitment and enthusiasm for providing public service in a highly technical & fast changing environment	resume, references, interview
(3) Degree of demonstrated ability to work cooperatively with culturally diverse colleagues, faculty, and students in a demanding environment	interview, references
(4) Degree of demonstrated ability to communicate well orally and in writing	interview, references

SUBMITTED BY _____ _____
Name (print) of person responsible for appointment decision — Phone number

_____ _____
Signature of person responsible for appointment decision — Date

_____ 2/3/00 7442546
Signature of Affirmative Action Coordinator — Date — Phone number

Distribution: Department, retain gold copy and forward others to Unit Affirmative Action Coordinator. Coordinator, retain blue copy and forward white original and pink copy to appropriate Employment Office. Employment, forward pink copy to Affirmative Action Office.

BEST COPY AVAILABLE

SELECTION CRITERIA FOR ENGINEERING LIBRARIAN, ARTS AND ENGINEERING LIBRARY, UNIVERSITY OF MICHIGAN

NECESSARY QUALIFICATIONS: MLS from an ALA accredited school; BA/S degree in an appropriate field (e.g., engineering or science) or relevant comparable experience; two or more years experience in a research library; experience supporting on-line catalogs, databases, and Internet resources in a networked environment; excellent oral and written communication skills; ability to work effectively as part of a team of information specialists working with culturally diverse faculty, students, and staff.

Interview Evaluation
Date: 2000
Name:
Africana Bibliographer, Librarian II or III

1. What impressed you about the candidate?

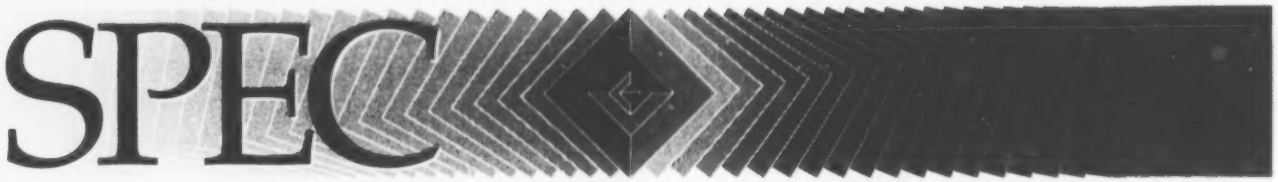
2. What do you perceive as the candidate's strengths?

3. What didn't impress you about the candidate?

4. What do you perceive as the candidate's weaknesses?

5. Overall impression:

Please return this evaluation to Diane Mayers in Human Resources no later than Tuesday, ***



SELECTED RESOURCES

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF LEADERSHIP AND MANAGEMENT SERVICES

Books and Journal Articles

Birdsall, Douglas G. "Recruiting Academic Librarians: How to Find and Hire the Best Candidates." *Journal of Academic Librarianship* 17, no. 5 (November 1991): 276–283.

Blixrud, Julia C. *The M.L.S. Hiring Requirement*. SPEC Kit 257. Washington, D.C.: ARL Office of Leadership and Management Services, 2000.

Coffey, James R. "Competency Modeling for Hiring in Technical Services: Developing a Methodology." *Library Administration & Management* 6, no. 4 (Fall 1992): 168–172.

Collins, Sandra "They Want To Talk to Me? Surviving Your First Professional Interview." *Library Journal* 120, (October 15, 1995): 34–35.

DiMarco, Scott R. "I Know That's What It Said, But It's Not What We Want." *College & Research Libraries News* 61, no. 6 (June 2000): 503–505.

Fietzer, William. "World Enough, and Time: Using Search and Screen Committees to Select Personnel in Academic Libraries." *Journal of Academic Librarianship* 19, no. 3 (July 1993): 149–153.

Gherman, Paul M. "Selection Committees and the Recruitment Process." *Drexel Library Quarterly* 17, no.3 (Summer 1981): 14–26.

Goldberg, Tyler, and Kay Womack. "Application Practices of Recent Academic Library Appointees." *College & Research Libraries* 60, no. 1 (January 1999): 71–77.

Kimmel, Stacey, and Scott R. DiMarco. "Planning An Interview: What Do The Candidates Want?" *College & Research Library News* 58 (April 1997): 249–253.

Nofsinger, Mary M., and Betty J. Galbraith. "Streamlining the Hiring Process." *College & Research Libraries News* 61, no. 6 (June 2000): 499–501.

Ray, Tom H., and Pat Hawthorne. *Librarian Job Descriptions in ARL Libraries*. SPEC Kit 194. Washington, D.C.: ARL Office of Leadership and Management Services, 1993.

Schmitt, Neal, and Ivan Robertson. "Personnel Selection." *Annual Review of Psychology* 41 (1990): 289–319.

BEST COPY AVAILABLE

Sheridan, Leslie W. "Questioning the Candidate." *Journal of Academic Librarianship* 8, no. 4 (September 1982): 211–215.

Simmons-Welburn, Janice. *Changing Roles of Library Professionals*. SPEC Kit 256. Washington, D.C.: ARL Office of Leadership and Management Services, 2000.

Womack, Kay. "Applying for Professional Positions in Academic Libraries: Meeting Minimum Requirements." *Journal of Academic Librarianship* 23 (May 1997): 205–209.

SPEC KIT ORDER FORM

QTY TITLE

QTY		TITLE
_____	SP260	Interview Process
_____	SP259	Fee-based Services
_____	SP258	Corporate Annual Reports
_____	SP257	MLS Hiring Requirement
_____	SP256	Changing Roles of Lib Profs
_____	SP255	Branch Libs/Discrete Collectns
_____	SP254	Managing Printing Services
_____	SP253	Networked Info Services
_____	SP252	Supprt Staff Classifictn Studies
_____	SP251	Electronic Reference Service
_____	SP250	TL10: Educating Faculty
_____	SP249	Catalogng of Resrces Digitized
_____	SP248	Licensing of Electronic Prodcts
_____	SP247	Management of Lib Security
_____	SP246	Web Page Devel & Managmnt
_____	SP245	Electronic Reserves Operations
_____	SP244	TL 9: Renovatn & Reconfigurtn
_____	SP243	TL 8: Users with Disabilities
_____	SP242	Library Storage Facilities
_____	SP241	Gifts and Exchange Function
_____	SP240	Marketing and PR Activities
_____	SP239	Mentoring Programs in ARL
_____	SP238	ARL GIS Literacy Project
_____	SP237	Managing Food and Drink
_____	SP236	TL 7: E Theses/Diss
_____	SP235	Collaborative Coll Managmnt
_____	SP234	TL 6: Distance Learning
_____	SP233	ARL in Extension/Outreach
_____	SP232	Use of Teams in ARL
_____	SP231	Cust Service Programs in ARL
_____	SP230	Affirmative Action in ARL
_____	SP229	Evaluating Acad Libr Dirs
_____	SP228	TL 5: Preserving Digital Info
_____	SP227	Org of Doc Coll & Svcs
_____	SP226	TL 4: After the User Survey
_____	SP225	Partnerships Program
_____	SP224	Staff Training & Development
_____	SP223	TL 3: Electronic Scholarly Pubn
_____	SP222	Electronic Resource Sharing
_____	SP221	Evol & Status of Approval Plans
_____	SP220	Internet Training
_____	SP219	TL 2: Geographic Info Systems
_____	SP218	Info Technology Policies
_____	SP217	TL 1: Electronic Reserves
_____	SP216	Role of Libs in Distance Ed
_____	SP215	Reorg & Restructuring
_____	SP214	Digit Tech for Preservation
_____	SP213	Tech Svcs Workstations
_____	SP212	Non-Librarian Professionals
_____	SP211	Library Systems Office Org
_____	SP210	Strategic Planning
_____	SP209	Library Photocopy Operations
_____	SP208	Effective Library Signage
_____	SP207	Org of Collection Develop
_____	SP206	Faculty Organizations
_____	SP205	User Surveys in ARL Libs
_____	SP204	Uses of Doc Delivery Svcs
_____	SP203	Reference Svc Policies
_____	SP202	E-journals/Issues & Trends
_____	SP201	E-journals/Pol & Proced
_____	SP200	2001: A Space Reality
_____	SP199	Video Collect & Multimedia
_____	SP198	Automating Preserv Mgt
_____	SP197	Benefits/Professional Staff
_____	SP196	Quality Improve Programs
_____	SP195	Co-op Strategies in Foreign Acqs
_____	SP194	Librarian Job Descriptions
_____	SP193	Lib Develop & Fundraising
_____	SP192	Unpub Matls/Libs, Fair Use
_____	SP191	Prov Pub Svcs Remote User
_____	SP190	Chang Role of Book Repair
_____	SP189	Liaison Svcs in ARL Libs
_____	SP188	Intern, Residency & Fellow
_____	SP187	ILL Trends/Staff & Organ
_____	SP186	Virtual Library
_____	SP185	System Migration
_____	SP184	ILL Trends/Access
_____	SP183	Provision of Comp Print Cap
_____	SP182	Academic Status for Libns
_____	SP181	Perf Appr of Collect Dev Libn
_____	SP180	Flexible Work Arrangemts
_____	SP179	Access Services Org & Mgt
_____	SP178	Insuring Lib Colls & Bldgs
_____	SP177	Salary Setting Policies
_____	SP176	Svcs for Persons w/Disabilities
_____	SP175	Scholarly Info Centrs
_____	SP174	Expert Systems
_____	SP173	Staff Recognition Awards
_____	SP172	Information Desks
_____	SP171	Training of Tech Svc Staff
_____	SP170	Organization Charts
_____	SP169	Mgt of CD-ROM
_____	SP168	Student Employment
_____	SP167	Minority Recruitment
_____	SP166	Materials Budgets
_____	SP165	Cultural Diversity
_____	SP164	Remote Storage
_____	SP163	Affirmative Action
_____	SP162	Audiovisual Policies
_____	SP161	Travel Policies
_____	SP160	Preservation Org & Staff
_____	SP159	Admin of Lib Computer Files
_____	SP158	Strategic Plans
_____	SP157	Fee-based Services
_____	SP156	Automating Authority Control
_____	SP155	Visiting Scholars/Access
_____	SP154	Online Biblio Search
_____	SP153	Use of Mgt Statistics
_____	SP152	Brittle Books Program
_____	SP151	Qualitative Collect Analysis
_____	SP150	Bldg Security & Personal Safety
_____	SP149	Electronic Mail
_____	SP148	User Surveys
_____	SP147	Serials Control/Deselection
_____	SP146	Lib Dev Fund Raising Capabilit
_____	SP145	Lib Publications Programs
_____	SP144	Building Use Policies
_____	SP143	Search Proced Sr LibAdmin
_____	SP142	Remote Access Online Cats
_____	SP141	Approval Plans
_____	SP140	Performance Appraisal
_____	SP139	Performance Eval: Ref Svcs
_____	SP138	University Copyright
_____	SP137	Preservation Guidelines
_____	SP136	Managing Copy Cataloging
_____	SP135	Job Analysis
_____	SP134	Planning Mgt Statistics
_____	SP133	Opt Disks: Storage & Access
_____	SP132	Library-Scholar Communication
_____	SP131	Coll Dev Organization
_____	SP130	Retrospective Conversion
_____	SP129	Organization Charts
_____	SP128	Systems File Organization
_____	SP127	Interlibrary Loan
_____	SP126	Automated Lib Systems
_____	SP125	Tech Svcs Cost Studies
_____	SP124	Barcoding of Collections
_____	SP123	Microcomp Software Policies
_____	SP122	End-User Search Svcs
_____	SP121	Bibliographic Instruction
_____	SP120	Exhibits
_____	SP119	Catalog Maintenance Online
_____	SP118	Unionization
_____	SP117	Gifts & Exchange Function
_____	SP116	Organizing for Preservation
_____	SP115	Photocopy Services
_____	SP114	Binding Operations
_____	SP113	Preservation Education
_____	SP112	Reorg of Tech and Pub Svcs
_____	SP111	Cooperative Collection Dev
_____	SP110	Local Cataloging Policies
_____	SP109	Staff Training for Automation
_____	SP108	Strategic Planning
_____	SP107	University Archives
_____	SP106	Electronic Mail
_____	SP105	Nonbibliographic Dbases
_____	SP104	Microcomputers
_____	SP103	Asst/Assoc Dir Position
_____	SP102	Copyright Policies

BEST COPY AVAILABLE

QTY	TITLE		QTY	TITLE		QTY	TITLE	
____	SP101	User Studies	____	SP067	Affirm Action Programs	____	SP033	Intergrat Nonprint Media
____	SP100	Collection Security	____	SP066	Planning Preserv of Lib Materials	____	SP032	Prep, Present Lib Budget
____	SP099	Branch Libraries	____	065	Retrospective Conversion	____	SP031	Allocation of Resources
____	SP098	Telecommunications	____	SP064	Indirect Cost Rates	____	SP030	Support Staff, Student Assts
____	SP097	Building Renovation	____	SP063	Collective Bargaining	____	SP029	Systems Function
____	SP096	Online Catalogs	____	SP062	Online Biblio Search Svcs	____	SP028	Gifts & Exchange Function
____	SP095	Lib Materials Cost Studies	____	SP061	Status of Librarians	____	SP027	Physical Access
____	SP094	Fund Raising	____	SP060	Lib Materials Cost Studies	____	SP026	Bibliographic Access
____	SP093	User Instructions for Online Cats	____	SP059	Microform Collections	____	SP025	User Statistics and Studies
____	SP092	Interlibrary Loan	____	SP058	Goals & Objectives	____	SP024	User Surveys
____	SP091	Student Assistants	____	SP057	Special Collections	____	SP023	Grievance Policies
____	SP090	Integrated Lib Info Systems	____	SP056	External Communication	____	SP022	Private Foundations
____	SP089	Tech Svcs Cost Studies	____	SP055	Internl Com/Staff & Superv Role	____	SP021	Paraprofessionals
____	SP088	Corporate Use of Research Libs	____	SP054	Internal Com/Policies & Proced	____	SP020	Managerial Technical Specialists
____	SP087	Collect Descript/Assessment	____	SP053	Performance Appraisal	____	SP019	Staff Allocations
____	SP086	Professional Development	____	SP052	Cost Studies & Fiscal Plan	____	SP018	Staff Development
____	SP085	Personnel Classification Sys	____	SP051	Professional Development	____	SP017	Library Instruction
____	SP084	Public Svcs Goals & Objectvs	____	SP050	Fringe Benefits	____	SP016	Reclassification
____	SP083	Approval Plans	____	SP049	Use of Annual Reports	____	SP015	Goals & Objectives
____	SP082	Document Delivery Systems	____	SP048	External Fund Raising	____	SP014	Performance Review
____	SP081	Services to the Disabled	____	SP047	Automated Cataloging	____	SP013	Planning Systems
____	SP080	Specialty Positions	____	SP046	Plan Future of Card Catalog	____	SP012	Acquisition Policies
____	SP079	Internships/Job Exchanges	____	SP045	Changing Role Personnel Officer	____	SP011	Collection Development
____	SP078	Recruitment-Selection	____	SP044	Automated Acquisitions	____	SP010	Leave Policies
____	SP077	Use of Small Computers	____	SP043	Automated Circulation Sys	____	SP009	Tenure Policies
____	SP076	Online Biblio Search Svcs	____	SP042	Resource Sharing	____	SP008	Collective Bargaining
____	SP075	Staff Development	____	SP041	Collection Assessment	____	SP007	Personnel Class Schemes
____	SP074	Fees for Services	____	SP040	Skills Training	____	SP006	Friends of the Lib Organization
____	SP073	External User Services	____	SP039	Remote Storage	____	SP005	Performance Review
____	SP072	Executive Review	____	SP038	Collection Dev Policies	____	SP004	Affirmative Action
____	SP071	User Surveys: Eval of Lib Svcs	____	SP037	Theft Detection & Prevent	____	SP003	A Personnel Organization
____	SP070	Preservation Procedures	____	SP036	Allocation Materials Funds	____	SP003	Status of Librarians
____	SP069	Prep Emergencies/Disasters	____	SP035	Preservation of Lib Materials	____	SP002	Personnel Survey (flyer only)
____	SP068	AACR2 Implement Studies	____	SP034	Determin Indirect Cost Rate	____	SP001	Organization Charts

SPEC Price Information (ISSN 0160 3582)

- ❑ Subscription (6 issues per year; shipping included): $180 ARL members/$240 U.S. and Canada nonmembers/$340 international customers.
- ❑ Individual Kits: $30 ARL members/$40 nonmembers, plus shipping and handling.
- ❑ Individual issues of the Transforming Libraries (TL) subseries: $28, plus shipping and handling.

Payment Information

Make check or money order payable in U.S. funds to the Association of Research Libraries, Federal ID #52-0784198-N.

Purchase Order # _____

Credit Card: ____ MasterCard ____ Visa Exp date _____

Account # _____

Account holder _____

Signature _____

Ship To

Name _____

Institution _____

Address (UPS will not deliver to P.O. boxes)

_____

_____

_____

Phone _____

Fax _____

Email _____

Shipping & Handling

U.S. and Canada: UPS Ground delivery, $6 per publication.

International, bulk, and rush orders: Call or email for quote.

Total Shipping $_____ **Total Price** $_____

Send orders to: ARL Publications Distribution Center, P.O. Box 531, Annapolis Junction, MD 20701-0531 phone (301) 362-8196; fax (301) 206-9789; email <pubs@arl.org>

Order online at: <http://www.arl.org/pubscat/index.html>

BEST COPY AVAILABLE